

The ATHLETIC JOURNAL

VOLUME IX

NUMBER 4

DECEMBER, 1928

♦♦♦♦♦

Review of 1928 Football

John L. Griffith

♦

The Basketball Rules of 1928-29

Oswald Tower

Eligibility for Conference
Competition of Students Who Enter
Higher Institutions from
Junior Colleges

G. H. Vande Bogart

♦

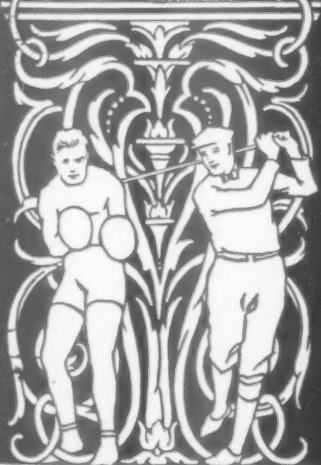
The Requisites of a Good
Basketball Player

George Keogan

♦

The So-Called Stall

P. E. Huffman



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College Undergraduates in A. A. U. Meets

CERTAIN prominent universities have advised the officials of the A.A.U. that in the future they would not register their men for A.A.U. meets and that if the officers of the Amateur Athletic Union would not accept entries on the certification of the university eligibility committees, the university athletic authorities would not enter any men in these meets, the A.A.U. has adopted a rule, which in effect, admits college undergraduates into A.A.U. competition provided the men are certified as eligible by the university committees.

This action of the A.A.U. even though forced, is commendable. In the past, a few high school boys and college men have registered in the A.A.U., while still undergraduates. This means that athletically speaking, they were under the jurisdiction of their own eligibility committee and the A.A.U. at the same time and consequently many conflicts were the result. It is not desirable for boys to register in the A.A.U. until they have completed college or if they do not enter college, have graduated from high school. When their high school or college athletic experience has ended, it is a fine thing for them to join the A.A.U. and compete for some club for a few years. Most of the schools and colleges are competent to provide their athletes with all of the athletic competition the boys should have. In some sections of the country where the colleges may not be well organized, the authority for promoting meets for college undergraduates is delegated to the A.A.U. When these institutions decide that they are qualified to conduct their own affairs, this will be changed.

Extra-Mural Sports

FOLLOWING is an excerpt made from the report of W. Wayne McCorkle, Assistant Supervisor of Physical Education for Men, University of California, to the President.

"The term Extra-mural Sports might logically be applied to a new branch of athletic competition which closely resembles intra-mural competition since its devotees seek it primarily for purposes of recreation and sport rather than for personal fame or for so-called service to the University. The development of this field of athletic interest is indicated by the following illustrations: Last year some fifteen "pick-up" basketball teams were organized and competed in various industrial, Sunday school, and other relatively unknown leagues playing some ninety games and winning seventy. The University 145 lb. and 130 lb. basketball teams each carried through a state wide trip, playing forty-two and winning thirty-nine games.

All of these teams were student coached, captained and managed and also financed their own expeditions. Mr. McCorkle of this Department helped them to organize, to arrange schedules and acted as advisor for the coaches and managers. The efforts of the athletes in Extra-mural Sports bring them little publicity but afford them lots of sport.

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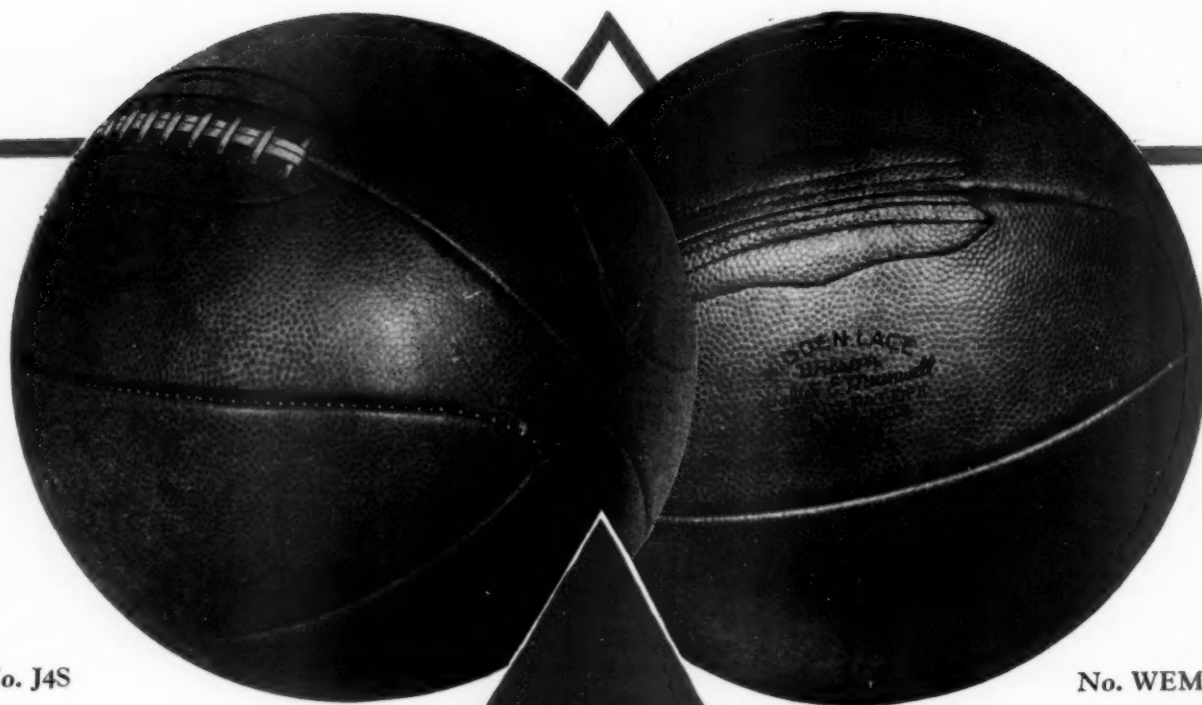
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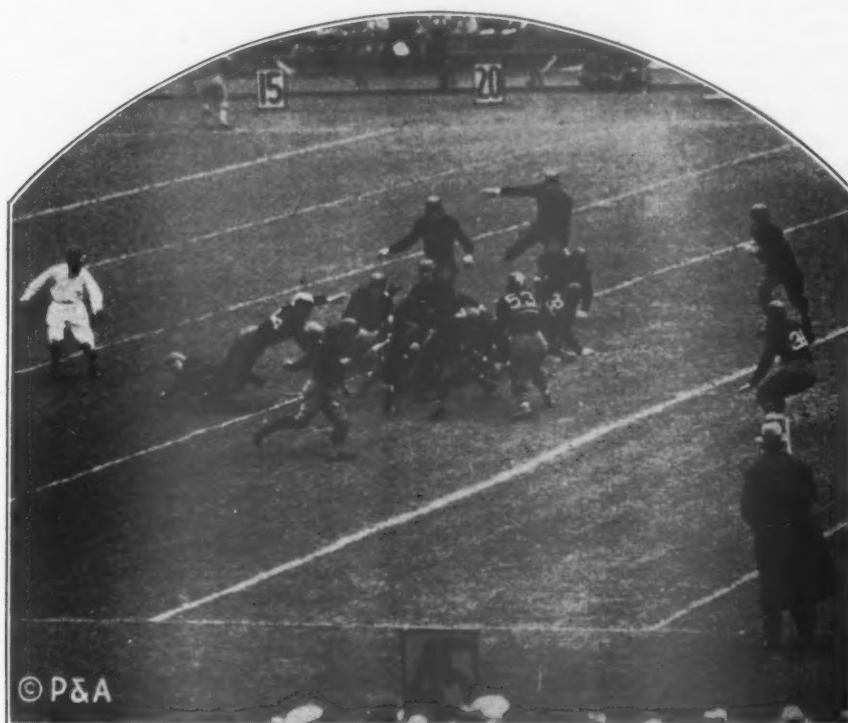
The ATHLETIC JOURNAL

Nation-Wide Amateur Athletics

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1928



Chevigny of Notre Dame making four yards off right tackle in the Notre Dame-Army game

A Review of 1928 Football

By John L. Griffith

THE gradual development which has characterized football in the schools and colleges each year since the war has not abated insofar as can be judged from a survey of the 1928 season. The interest in the game has been increasing steadily since the first game played between Princeton and Rutgers nearly fifty years ago, but the interest since the war has been not only more intense but more general.

In the middle west where definite figures are obtainable it is fairly safe to state that, although the attendance records in 1927 were way ahead of those of any other year, this season will undoubtedly eclipse the attend-

ance records of 1927. The crowds in the east have for the most part been all that the graduate managers could hope for or expect and at the big games the capacity of the stadiums was taxed. Football is flourishing throughout the south and with a number of good teams in the major conferences the attendance has been unusually good. On the Pacific Coast, where the people always turn out well for football, the attendance figures have been more than satisfactory. It is true that in some sections of the United States there has been a slump in spectator interest, but this is due to financial conditions or to some local situation. Throughout the country

more people have this year witnessed college football games than in any other one year.

What is true of the colleges is in a like degree true of the high schools. Not only has the interest in the high school games been acute but this year more high schools played football than last year.

The same general plan of substituting freely which was so noticeable last year has again this year been the vogue. In some games as high as seventy men have competed on the two teams. More freshmen and second team games were scheduled than heretofore, thus indicating that more of an effort is being made to give the

first year men and those who are not good enough to play on the varsity teams more intercollegiate experience. While football is not an ideal intramural game, yet many of the students who are not now playing it and have never played it would be the better for having gained the experience which comes from playing in such a personal contact game as football.

The officiating on the whole has given better satisfaction than in other years. In the east the Okeson plan, from all reports, is working out well. In the south the officials have perfected an organization and have adopted standards of officiating. On the Pacific Coast the officiating is uniformly good. Much credit is due the different officials' associations that function in California and in other sections of the far west. In the middle west the officials have gone about their work in a dignified, serious manner and very few complaints have been registered in the newspapers or elsewhere.

There will always be differences of opinion regarding officials' decisions. Spectators from a point of vantage in the stands frequently will detect fouls that go unnoticed by the officials. Further, on close plays there will be honest differences of opinion and no scientific method of deciding the point at issue. The officials have to make at least two hundred decisions in every game and it is not surprising if they make some mistakes. There was a time when the coaches thought that it was necessary for them to keep a close watch on the officials and even let the men who were working the game know that if they made mistakes they would be abused during or after the game. This practice was predicated on the theory that it was necessary to intimidate officials in order to get a fair break. One of the older coaches who has been in the game for thirty-nine years and who has never made it a practice to "ride officials" states that through the years his teams have been given the edge in as many close decisions as they have had decisions made against them. The older coaches almost without exception have learned, first, that it is not necessary to abuse officials in order to get fair treatment from these men, and further they have realized that when the game is over the decision cannot be changed and if a coach abuses an official the coach usually suffers more than the official because the former incurs not only the ill-will of the different officials, but also gets the reputation of being a poor sport. One of the encouraging things about football is that the treatment of officials throughout the country is improving.



A view of part of the 85,000 people who saw the Stanford-Southern California game

While it is true that the sportsmanship of coaches, players and the student spectators is for the most part of a high order, yet it should be suggested that the sportsmanship at many of our school and college games as exemplified by the spectators in general leaves much to be desired. It is rather a common thing for the crowd on one side of the field to cheer when a penalty is imposed against the opponents and to boo when a penalty is imposed on the home team. Cheering over the mistakes of others is a manifestation of poor manners and poor sportsmanship. The schools and colleges must set themselves to the task of teaching those who witness the inter-institutional games the meaning of sportsmanship on the part of the spectators.

The Football Rules

The rules as written by the rules committee last winter and interpreted this fall have been very satisfactory. It is true that the wording of some of the rules is still not clear and that there are some contradictions in the code. However, the rules committee has agreed to rewrite the entire book and insofar as possible simplify the playing code. One of the prominent coaches has suggested that the rules committee has for a number of years been adding new features to the game. He agrees that all of these features are good, but he contends that we had a good game without adding new playing features. There is much to be said in favor of his contention. Possibly this explains why the kicking of today is not so good as that of

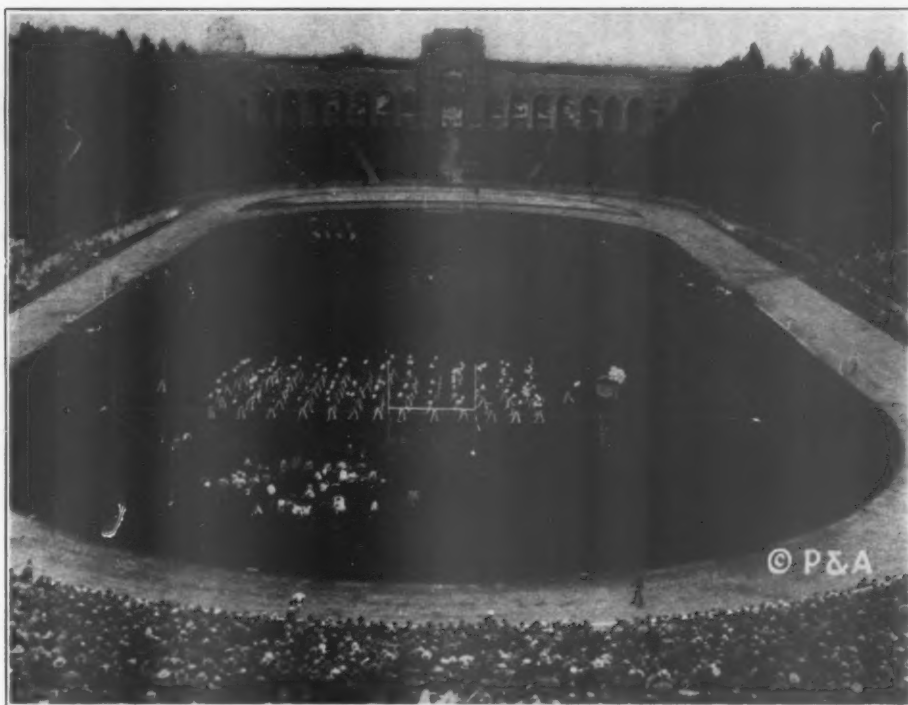
other years. Perhaps it is true that the coaches do not have time to perfect the offense and defense, for passing both backward and forward, bucking, running and kicking in the few hours that they have the team for instruction daily. At any rate it will be a good thing for football to have the rules codified and simplified and then left unchanged for ten years or more.

One of the most difficult decisions that the officials today have to make is on interference on forward passes. The players usually claim interference even though there may have been none. The reason for this is easy to understand. A man watching the ball jumps for it and is hit by another man who likewise was playing the ball. Each player quite naturally feels that he has been illegally obstructed. The crowds do not understand what constitutes interference and as a result officials are very frequently criticized for calling or not calling interference on forward passes.

When the rules are rewritten the committee will undoubtedly discard some of the wording which has been in the book from the beginning and use expressions that are more applicable to the modern game than some that are now found in the book.

The 1928 Game

Forward passing has been more popular or at least the coaches have utilized this method of attack this year more than formerly. In some championship games one or both teams have passed half of the times that they had the ball. The best



Another view of the crowd at the Stanford-Southern California game

teams, however, and the ones that went through the season with the finest records were those that employed the balanced attack and did not place undue emphasis on bucking, running, passing or kicking.

The coaches have for the most part this year used linemen in the interference more advantageously than heretofore. Back in the days of Heflinger a guard from the opposite side came out of the line to run interference. Later the guard on the side

where the run was made was used. The tendency now is to use both guards and sometimes a tackle or end from the far side. Some of the coaches have shifted fast ends into guard positions so as to utilize them better in a running attack.

The play of the offensive line today is far more complicated and intricate than it ever has been. There was a time when a line man on practically all plays charged a certain opponent and usually in a certain way. Today

this lineman on one play may be utilized in a cross block, in another he is sent through to block the secondary, on another he plays tight line offense and yet on another he may come out of the line for interference. Linemen today are selected for speed and intelligence as well as for stamina and weight.

The backward pass has not been used effectively to any great extent. The man in motion with a backward pass threat has been in evidence on most fields this year, but the protected backward pass has in no sense revolutionized the game as some predicted it would.

Due to the fact that the forward pass has been used so much a great many of the teams have played a six-man line on defense with five men in the backfield.

The rule affecting fumbled punts which was passed to encourage quarter-backs to attempt to catch and run back kicks may to some extent have accomplished its purpose and yet the fact remains that a great many of the coaches have instructed their kick receivers to let the ball roll if the men coming down under the kick are in close proximity to the receiver. The ends and linemen going down under kicks have been coached as never before to recover the rolling ball near the sideline or goal line, thus making it impossible for the opponents to bring the ball in fifteen yards or to bring it out for a touchback.

On forward pass defense the backs have quite generally played the man



Wilton of Stanford being tackled by a Washington man in the Stanford-Washington game



Bill Calderwood of Northwestern, just as he grabbed Westphal's fumble and started on a 73-yard run for a touchdown in the Northwestern-Minnesota game, November 3rd

for man style, although in some cases they may have used a zone defense.

It has been significant that this year a great many touchdowns have been scored from beyond the fifteen yard line. In fact it is almost safe to say that it is as well for a team to have the ball on first down on their opponent's fifteen-yard line as on the ten-yard line.

Take it all in all it has seemed to the writer that the players this year entered into the spirit of the game and played with as much as, if not more determination and drive than those of any other year or generation.

The truth of the adage that it is impossible to bring a team to a high playing pitch more than twice a season has been repeatedly demonstrated this season. The older coaches know full well that no team can play or be expected to play inspired football on every Saturday. Consequently we have seen teams play super football on one Saturday and win over supposedly stronger rivals and then lose on the succeeding week-end against teams that were thought to be inferior. The team that can go through a season undefeated these days and play a hard schedule is the exception.

Football Stadiums

If it were possible to relate the exact figures showing the number of high school and college football stadiums which were started or dedicated this season the results would be astounding. For ten years the educational institutions, due to the increased interest in football, have been making better provision both for the players and the football spectators. In the writer's judgment we have not as yet gone far enough in our building program. Rather it is to be hoped that in the coming years the institutions that so far have not provided adequate grounds for football and the

other sports will be enabled to make suitable provision in the way of play facilities.

Some institutions have without doubt built beyond their means. Consequently they are and will be forced to exert every effort to meet the financial problem which they themselves have created. As a result of these financial problems some of our teams have been playing on non-college and non-school grounds in the hopes of thus making enough money to meet their indebtedness. This, generally speaking, is not only undesirable from the standpoint of the game, but usually does not pay. Football without the college or school spirit present is a very drab spectacle. Further, experience teaches us that the bulk of the spectators is generally made up from those who have some direct interest in one or the other team.

Football Problems

Ever since football was started there have been those who have objected to the game. Some of the objections have been valid. Some years ago it was pointed out that too many men were injured in this vigorous fall game. However, very few protests have been raised regarding football since the modern game was introduced. With the adoption of the one-year rule and the insistence of scholarship requirements on the part of school and college faculties, we seldom hear objections relative to the ineligibility of players from this standpoint. There are some who are still alarmed because they feel that football is being over-emphasized. It may be that we have under-emphasized intramural athletics, but the writer has never felt that those who talk about over-emphasis had reached their conclusions after a thorough and impartial study of the facts. Too often

their reasoning is as follows: Our students, alumni and general public are more interested in football than they are in the academic work of the educational institutions. Therefore if we make it impossible for them to attend college games or become interested in the contests we will thereby insure an increasing interest on their part in the other phases of education. With this conclusion thinking men may take issue.

The greatest problem that the colleges and even the high schools have today is that which relates to illegitimate recruiting. If the time ever comes that the colleges recruit the major part of their athletes by offering these men financial inducements, then the game will suffer as town baseball has suffered due to the common practice of loading up with outside professional players.

If recruiting is legitimate then each institution should openly employ scouts whose duty it will be to scour the country for promising athletes in the manner that the baseball scouts beat the bushes for the big league teams. The fact that most of those who act in the capacity of procurers of athletes for their respective institutions do so sub-rosa indicates that they do not themselves believe that they are engaged in legitimate practices. This is a matter to which the coaches and athletic directors must give serious thought, if the game is to continue to improve and prosper.

Take it all in all the 1928 season has been a great football year. Several hundred thousand boys have played this splendid game, several million people have enjoyed Saturday afternoon recreation in watching the stimulating contests on the fields and the nation as a whole is better because of football.

Types of Football Offense and Defense Used by Western University Teams in the 1928 Season

THE object of this article is to present to the readers of the JOURNAL the more technical side of the offense and defense being used at this time in the Western Conference than the reader would be able to get from newspaper reports of games played.

It cannot be said that football in the Western Conference has been stereotyped and that each school has an orthodox system of play. Yet it is true that play is becoming largely standardized both on offense and defense and that play with slight variations is becoming characteristic of particular institutions or universities.

Modern football is being played by all institutions in the Western Conference, although but few of the schools have made any radical change in styles of play in accord with rule changes which offer opportunity for a more open and spectacular game.

The change in the rule on the lateral pass in 1928 which requires that the ball must be passed or tossed at least two yards and that it may be recovered by either team after hitting the ground but not advanced has not seemed either to have increased or decreased the use of this play.

Last year, due to the fact that any backward pass, whether on a reverse play or a long lateral, became incomplete when it hit the ground may have encouraged reverse plays, double and triple passes, and formations more adaptable to the use of the double and triple pass yet this year there has been no noticeable dropping off of reverse or double pass plays. This might have been expected, however, since any backward pass less than two yards is a free ball, may be recovered and ad-

vanced. One or two schools have developed the lateral pass to the point where it has been used following the completion of a forward pass. Special plays will be shown later to designate these plays.

The rule this year which particularly emphasizes that *all* men must come to a full stop for one second following a shift has discouraged somewhat the use of the huddle. Teams are going into their set formation. Fully half the teams, however, are still using the huddle.

The rule this year which has clarified the muffed or fumbled ball on a punt has led to the safety man taking

more chances on handling a kicked ball.

The rule which forbids members of the offensive team interfering either before or after a forward pass has been made until it has touched an opponent, has practically eliminated the screen pass, yet coaches are still sending ineligible men out as decoys and particularly to be in position to form interference for an eligible man where the pass is completed. Under these conditions, however, the ineligible man must be careful not to interfere in any way with a defensive man who has an opportunity to intercept or to incomplete the pass. Following are a few examples of the types of offense and defense used by different teams in the conference, and this group will also include Notre Dame because of that school's relationship to conference teams.

Notre Dame

The type of football played at Notre Dame was largely standardized, particularly adapted to the material of the school and was possibly more modern in accordance with the possibility of the rules than that played by any other institution in the Middle West. The basis of attack was speed and deception, with a great amount of power.

Notre Dame used two fundamental formations in addition to the kick formation. Formation Number 1 is a balanced line, ends slightly split away, with the quarter-back a yard back of center, and the three backs practically parallel with the line of scrimmage, four to four and a half yards back.

Plays from formation 1 are the usual quick plunges on tackle by the half, split bucks, and the quarter-back sneak with an occasional split buck

X - X X ⊗ X X - X

X X

X X

DIAG. II

X X X ⊗ X X X

X - ⊗

X - ⊗ X - ⊗

DIAG. III

X - X X ⊗ X X - X

X

X X

X

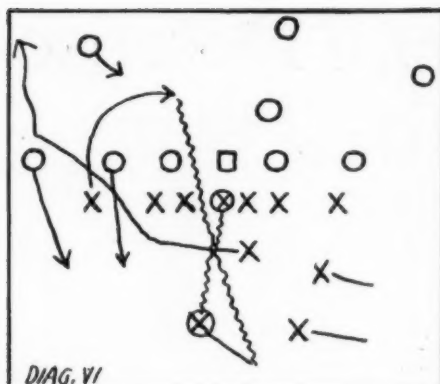
DIAG. I

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DIAG. IV

X X X ⊗ X X X

DIAG. V



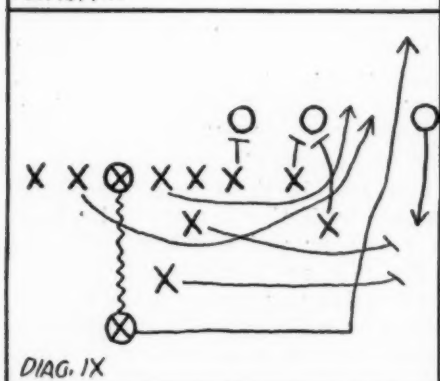
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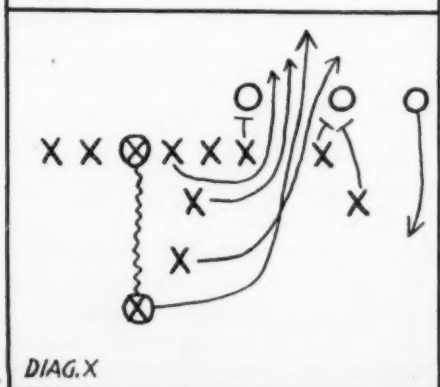
DIAG. VII



DIAG. VIII



DIAG. IX



DIAG. X

with the quarter-back coming out to pass.

Upon signal, the backs go from formation Number 1 into the shifted backs' formation on either side. The line remains balanced, but the ends widen somewhat, particularly the strong side end to get position on his tackle. The backs in going into this shift, use the crossover step with the 1-2 count.

Formation Number 2 is adaptable to speedy backs and the success of the short end runs from this formation is due to the fact that the ends are able to check their tackles momentarily which gives the speedy backs an opportunity to get under way and get to the point of attack quickly.

Special Plays from Formation Number 2

Diagram 4 shows a short end run with a cut-back inside of defensive end. In this play, the point half takes the defensive end alone with a shoulder check, the full-back assisting if necessary and with the strong side guard and the quarter-back also coming out into the interference.

Diagram 5 shows a weak side lateral pass from the quarter-back to the Number 4 back. The Number 4 back swings a little deep and the quarter-back makes the pass just as he is about to be tackled by the defensive end. If the defensive half back on that side should be drawn by the fake to the opposite side the play should be very successful.

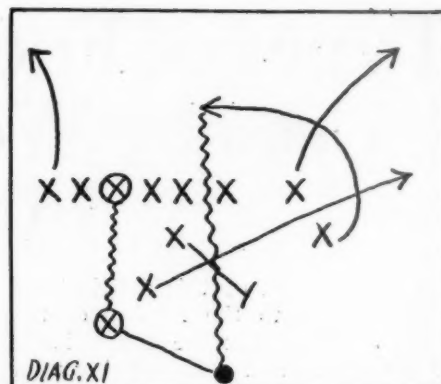
Diagram 6 shows a completed high lob pass to the left end just in behind his line of scrimmage. The end, as he receives the pass, is facing the line of scrimmage and if the pass is completed the end then makes a high basketball pass to the quarter-back who has gone out to the weak side. The success of this lateral, of course, is in the completion of the first pass which is a forward pass and the position the receiver may be in as he gets the pass.

The Notre Dame defense is a seven man line with a box formation of backs with the center dropping out from time to time on anticipated passes or when the yardage to go is so great that there is no danger of a play into the line.

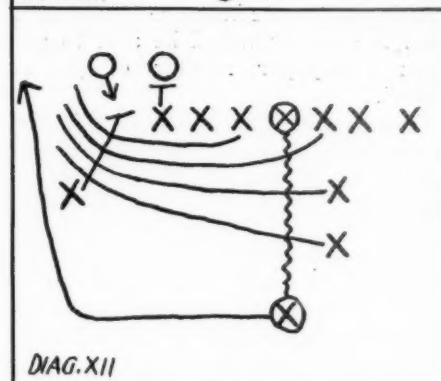
Iowa

Iowa showed an unbalanced line with a "Z" formation of backs, the point half taking his position just a little outside of his own offensive end.

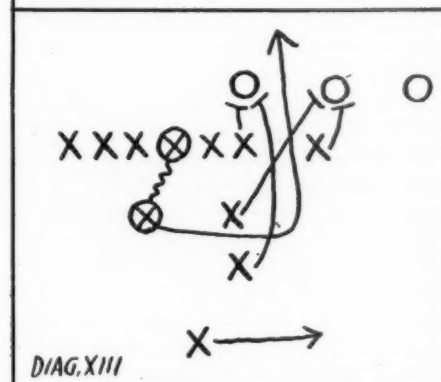
There was no huddle, and the line was practically set, although there was a shift of the backs and ends before the play was made. Diagram Number 7 shows the position of the line and



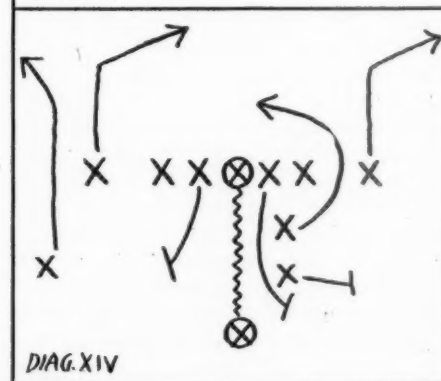
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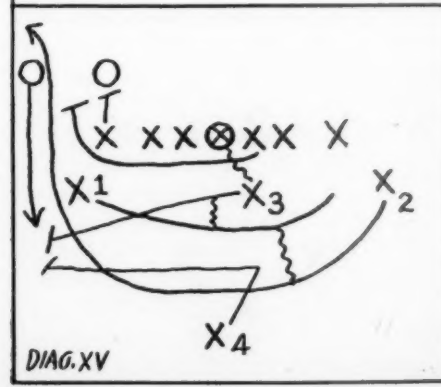
DIAG. XII



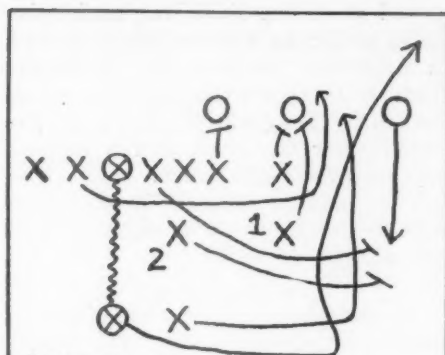
DIAG. XIII



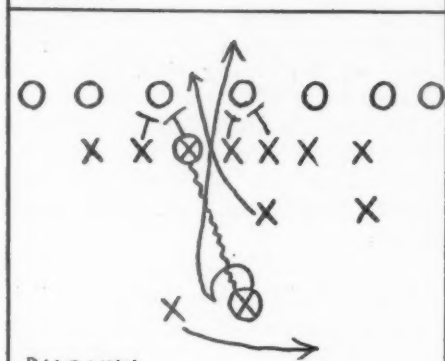
DIAG. XIV



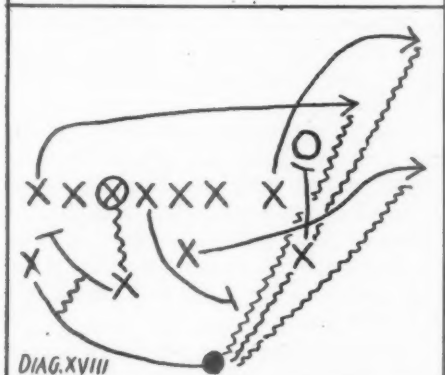
DIAG. XV



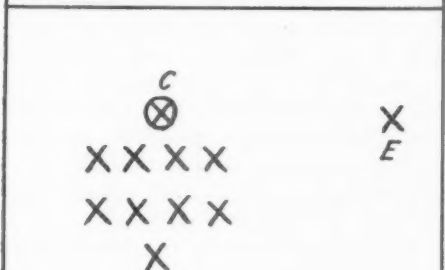
DIAG. XVI



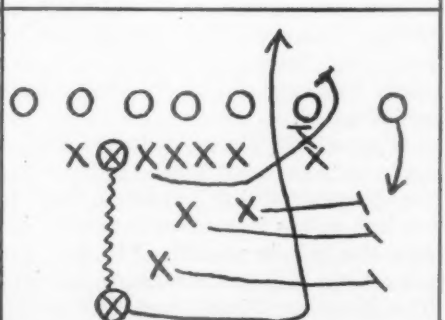
DIAG. XVII



DIAG. XVIII



DIAG. XIX



DIAG. XX

backs before the shift was made. Diagram Number 8 shows the fundamental positions for play after the shift was made.

Diagram 9 shows a short end run to the right cutting inside defensive end. The point half works with his end on the defensive tackle. The full-back and quarter-back take the defensive end out. The two guards come around for interference.

Diagram 10 shows a half-back play going inside the defensive tackle. The offensive end and the point half take the defensive tackle out, with the quarter-back and strong side guard helping on the defensive guard. The full-back may pick off the defensive end if he is getting in.

Diagram 11 shows a fundamental pass formation with the ends going deep and hooking out, the point half in behind the line and the middle man in the tandem going flat to the right. The pass may be completed to any one of the four points, but usually to the man in behind the line.

Iowa used the seven-man line defense with a diamond formation of the backs, the backs playing quite deep. The center was loose at times and came out on anticipated passes.

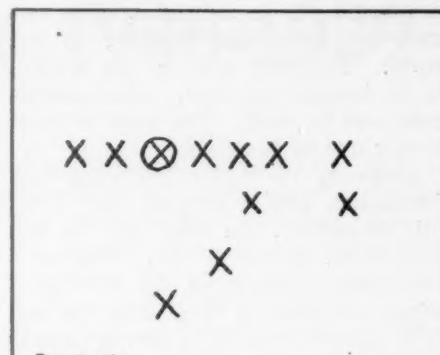
Michigan

Michigan used two fundamental formations on the offense; one was the old reliable kick formation with two backs in tandem on the right and with one back out quite wide beyond the offensive end and one yard behind the line of scrimmage. This back may move out to either side. The second formation was what is known as the wing-back formation. Fundamental plays will be shown from each formation.

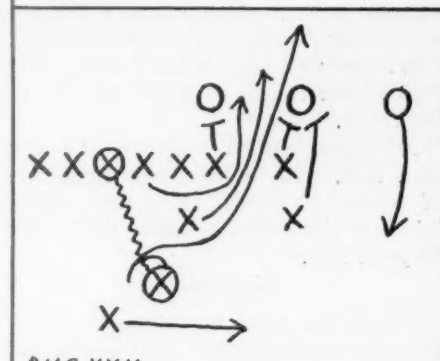
Diagram 12 shows the kick formation with the back out wide to the left, driving back on the defensive end. The two guards and the two backs in tandem come around as a mass interference with the back in the kicker's position making a wide end run to the left.

Diagram 13 shows the regular kick formation with the quarter-back taking the ball inside a defensive left tackle. The ends are close and the first man in the tandem helps the right end turn the defensive left tackle out. The second man in the tandem helps on the defensive left guard. The back in the kicker's position fakes to the right. The quarter-back receives the ball from center, starts to his right, then cuts quickly inside tackle.

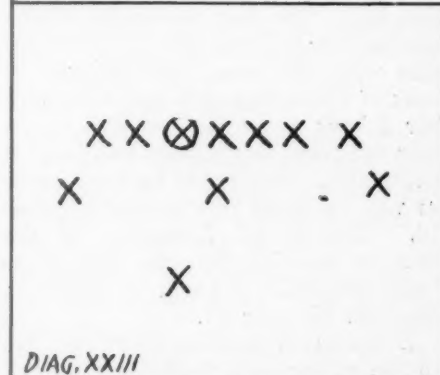
Diagram 14 shows a standard pass from the kick formation. The quarter-back goes out wide to the left and



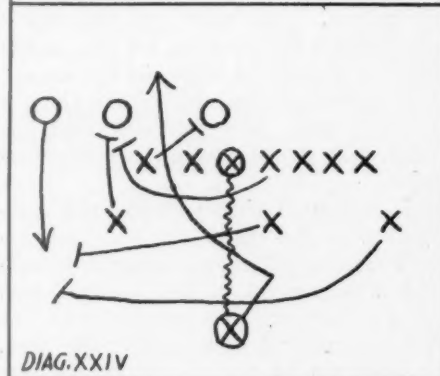
DIAG. XXI



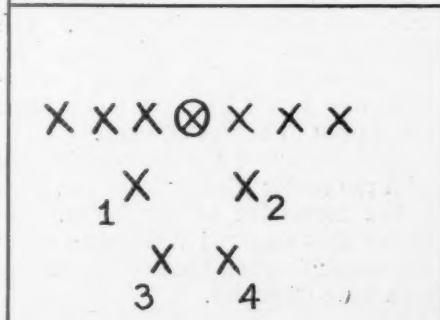
DIAG. XXII



DIAG. XXIII



DIAG. XXIV



DIAG. XXV

down and out as indicated. The two ends go down and slanting to the right. The first man in the tandem is in behind the line. The guards come out to block. The pass is made to any one of the four points.

Diagram 15 shows the wing-back formation, also a reverse play from this formation. In this play, the ball goes from center to the Number 3 back, who gives it to the Number 1 wing-back, who in turn gives the ball to Number 2 wing-back, going back to the left as indicated, guards coming out and with Numbers 3 and 4 backs also going to the left as interference. The Number 4 back fakes a step to his right, then comes back to the left as indicated.

Michigan defense shows a seven man line, with a diamond formation of backs, but with the backs going into the box defense inside their own 30 yard line.

Minnesota

Minnesota used an unbalanced line with the ends slightly split away, but with two different formations of the backfield. The first formation of the backfield was a long box on the strong side with the point half directly in back of the strong side end, the Number 2 back about back of the second man out from center, then two parallel backs about four yards back of center as will be noted in diagram Number 16. The second formation of the backs is more on the order of a wing-back formation and will be shown in diagram Number 17.

Diagram 16 shows a short end run to the strong side from the long box formation. This short end run shows the point half working on the tackle and the Number 2 back and the strong side guard coming out to take the defensive end. The full-back and the weak side guard leading the interference.

Diagram 17 shows strong side formation to the right, the full-back receiving the ball from center and making a fake pivot to the quarter-back, then going back through center of line with Number 2 back leading the play.

Diagram 18 shows a forward pass from the wing-back formation. The full-back receives the ball from center and gives the ball to the left wing-back who comes back on the reverse and passes to any point open.

Minnesota used a seven-man defense with the center slightly loose and with a box formation of the backs. On passes that declared themselves early the center dropped back to protect the zone back of center.

Indiana

Indiana used the shift with nine men back of the line. The center was

on the ball and one end went out wide on the line before the shift was made. The four linemen lined up in a parallel line about one and one half yards back of center. Three backs and the weak side end lined up parallel and just back of the linemen. The ball carrier or back half lined up just back of these two parallel lines and just back of center. When the shift was made all linemen went to the strong side and the weak side end "hepped" up to the weak side of center. The strong side end who has been out wide

moved in as the shift was made, the backs going to position as indicated in diagrams 19 and 20. Diagram Number 19 shows the position before the shift. Diagram 20 shows the position after the shift and a massed play on strong side tackle.

The Indiana defense is a seven-man line with both a diamond and box defense of backs.

Northwestern

Northwestern used two formations, both with unbalanced line. The fundamental position is taken without a huddle. Diagram 21 shows an unbalanced line and a "Z" formation of backs on the strong side. Diagram 22 shows the wing back formation.

The Northwestern defense has been the orthodox seven-man line with the diamond defense of backs and the center coming out on anticipated passes.

Chicago

Chicago held rather closely to a balanced line, ends slightly loose and with a box formation directly back of center. Chicago went directly to this formation from the huddle without any additional shift. Diagram 20 shows the fundamental Chicago formation.

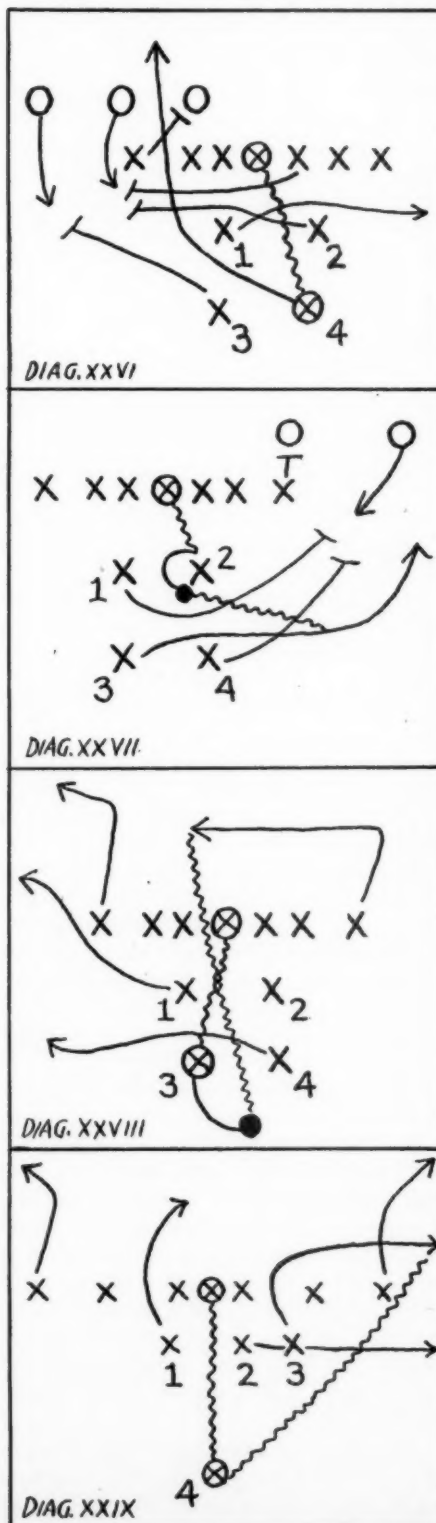
The fundamental formation shows the two front backs directly back of their guards, with the Number 3 and 4 backs about four yards back of the line and just a little to the inside of backs Numbers 1 and 2 so that a direct pass could be made to either Number 3 or 4.

Diagram 26 shows a mass on tackle by back Number 4. The Number 1 back fakes across in front of Number 2 back before the ball is passed. Left end plays on the defensive guard while the offensive right guard and the Number 2 back take the defensive right tackle out. Number 3 back takes the defensive right end. Number 4 carries the ball as indicated.

Diagram 27 shows the lateral pass with the Number 2 back receiving the ball from center, pivots to his left and fakes to Number 1 who bluffs a play on the defensive left tackle. Number 4 back also drives in for a mass on tackle, Number 2 back completes his pivot and lateral passes three to five yards back and out to Number 3 back as indicated.

Diagram 28 shows a forward pass made by Number 3 back. In this play the Number 4 back fakes across to his left and is in motion backward before the ball is passed. The left end goes down deep and breaks to the left. The Number 1 back goes flat on the left while the right end goes down about ten yards and breaks across

(Continued on page 32)



The Basketball Rules for 1928-1929

By Oswald Tower

THE time-honored plea to "leave the rules alone" came to the Joint Basketball Rules Committee more urgently than ever before at the close of the 1927-1928 season. Evidently the great majority of "basketballists" considered it unnecessary and unwise to make any fundamental changes in the rules; they believed the game to be in a sound condition and capable of improvement only by more uniform interpretation of the rules as they now exist. Certainly there can be nothing fundamentally wrong with a game which has grown so amazingly in the past fifteen years—a growth which has brought basketball into the front rank of games played in the United States, and has firmly established it in every nation of the world where modern, organized games are played. Hence the advice to leave the rules in status quo is not unsound, yet it should be borne in mind that changes in the rules from time to time during the past fifteen years have aided materially in the growth of basketball, and have contributed to the present satisfactory condition of the game. With the vast increase in the numbers of players, coaches, and spectators, there comes an added responsibility to those who write the rules and a need for greater caution in tampering with a code which directly or indirectly affects countless people. The Joint Committee intends to proceed in the future with caution and conservatism, yet not to hesitate in making such changes as seem necessary for the proper development of this great game.

Whatever demand there was for changes in the rules last year centered around stalling and the dribble. Freezing the ball, delayed offense, protecting a lead—these various forms of stalling are unspeakable crimes against sportsmanship in the eyes of some critics, but the Committee has never agreed with this point of view. If there is any unsportsmanship involved, it is on the part of the team which permits its opponents to get away with this system which requires careful coaching, thorough drill, and skillful execution. As a matter of fact, probably no lack of sportsmanship is involved on the part of either team when stalling is successful, for it is usually a case of cleverness in controlling the ball on the one hand, and inability on the other hand to cope with this particular type of play. Inasmuch as possession

of the ball is essential if a team is to score, that team is culpable which permits its opponents to retain the ball and makes no effort to gain possession of it. Hence the defensive team is responsible when stalling takes place and the public is rapidly grasping the idea. Therefore the new rules affect stalling in two minor points only.

New Rules Affecting Stalling

Rule 14, Section 11, states that a player shall not tap and catch the ball on the second of two successive jump balls if he has tapped and caught it on the first of these jump balls and did not dribble, pass or shoot after the first. The penalty is loss of the ball to an opponent. This new section is aimed at a type of stalling which occurs occasionally and against which the defense has been helpless under certain conditions. For instance, a tall player jumping with a small opponent could retain possession of the ball indefinitely by tapping and catching the ball, and "smothering" it until another held ball was called. Now he may do this once only, because after the second jump the ball must be in play, that is, the player who tapped and caught the ball on the first toss can only tap it on the second toss.

The other change in connection with stalling occurs in Rule 7, Section 3, which defines "Held Ball." This rule states that held ball is declared . . . when one closely guarded player

is withholding the ball from play, or is making no apparent effort to put the ball into play. This last clause is new and is intended to encourage the defense to go out when the opposition is freezing the ball. Whether there is any fundamental difference between "withholding the ball from play" and "making no apparent effort to put the ball into play" may be open to debate, but the two phrases emphasize the fact that a player cannot hold the ball indefinitely in the back-court when an opponent is guarding him closely, that is, when the opponent is a yard or so away. It is unnecessary for the guarding player to reach around, or attempt to get the ball away from the player with the ball, for the latter is not permitted to hold the ball indefinitely. As soon as the officials are convinced that this player is not attempting to put the ball into play, held ball should be declared, reasonable time having been allowed for his teammates to get into position to make a pass possible.

It may be well at this point to anticipate a question that will arise and to give an official interpretation thereon. Suppose all the players of the team with the ball form a close circle and pass the ball from one to another in such a way that their opponents cannot get the ball without personal contact. Those who use this play will contend that the ball is in play because it is being passed, but the writer hereby rules emphatically that the ball is not in play within the meaning of the rules, and that one opponent can force a held ball by taking a position near this ring. This is quite different, of course, from the formation wherein the players with the ball are passing it to each other in the back-court with enough space between players to permit opponents an even chance to get the ball without personal contact.

There is one bad type of stalling which public opinion will cure without help from the rules, namely, the kind which results in actionless games, one team going into the "contest" with the idea of freezing the ball from the start, and the other with the plan to remain in defensive territory throughout the game. Common sense indicates that people will not attend games of this kind and teams will quickly lose whatever following they have by putting on such farces. One well-known college confesses that attendance at its

Mr. Tower was a regular guard or center on Williams College basketball teams for four years (1903-1907). During this time Williams won the New England championship twice and established claims to the championship of the Eastern states. Before and after college years Mr. Tower played on various club teams, being actively engaged as a player in the game for about ten years; for the past twenty years he has been active in the game as coach or official. In 1910 he was elected a member of the Collegiate Basketball Committee and in 1914 editor of the Collegiate Guide. Since the formation of the Joint Basketball Committee in 1915 he has been a member of the group representing the National Collegiate Athletic Association.

games last year dwindled from thousands to practically nothing because its team adopted such tactics. If people pay to see your games, or if your supporters are loyal, give them something in return for their interest, if you consider their interest worth retaining.

The Dribble

The dribble is still with us, to the great satisfaction of those who opposed any change, and to the disappointment of a smaller, but very considerable number who had hoped to see the dribble limited to one bounce. The Joint Committee is convinced that this radical change is inexpedient at the present time, and consequently the only changes in the rules relative to the dribble are aimed at the fouls resulting from it, in the hope that the undesirable features may be eradicated and the benefits of this spectacular element of basketball retained. Rule 15, Section 9, draws attention in greater detail than ever before to the duty of the dribbler in avoiding contact with an opponent who may be in his path. If the dribbler charges into an opponent without making an apparent effort to avoid contact, a personal foul must be called on the dribbler. This is a clear-cut case. But suppose the dribbler

makes an effort to avoid contact, yet contact ensues, who gets the foul? This is where the judgment of officials is necessary to decide whether the dribbler or his opponent caused the contact. The foul may be on either, or it may be a double foul, but the greater responsibility is on the dribbler if he tries to dribble by an opponent who is in his path.

The supplementary Comments on the Rules also discuss the dribble, the statement being made in them that if the dribbler's path is blocked, he is expected to pass or shoot; that he ought not to try to dribble by an opponent unless there is a reasonable chance of getting by without contact. It is not intended, however, to free the defense from responsibility; it is the duty of both to avoid contact, but more attention than hitherto is to be directed to the dribbler's responsibility. In other words, it is hoped to discourage use of the dribble in situations where its use leads to roughness, at the same time retaining its value as an offensive weapon. Only the unusually clever dribblers can go through a defense without causing collisions, and now even the clever dribbler starts under the distinct handicap of carrying the burden of responsibility for personal contact re-

sulting from his trip alone into defensive territory.

Minor Changes

If a player in the act of shooting is fouled by two or more opponents, only one free throw is awarded for each offense, a personal foul being charged to each offender. This does away with the possibility of scoring six or more points on one play as was the case when two free throws were awarded for each of these fouls.

If the ball strikes an official, play continues as though it had not touched him.

Rule 11, Section 3, contains a change that ought to be noted carefully by officials. This specifies that whenever play is suspended (unless otherwise provided in the rules) the player who had possession of the ball, if it was in play, shall be permitted to put it into play from out of bounds. For instance, suppose the referee blows his whistle by mistake while the ball is in play and in the possession of a player. Formerly, play was resumed with a jump ball; now the same player retains the ball but he puts it into play at the nearest point out of bounds on the side.

In concluding these comments on

(Continued on page 32)

A Unique Code of Sportsmanship for Basketball

By Ralph E. Dunbar

Dakota Wesleyan University, Mitchell, S. Dak.

IN an attempt to formulate a definite policy or code of sportsmanship for basketball in District No. 22 of the South Dakota High School Athletic Association, L. M. Fort of Mitchell, submitted a brief questionnaire to every member school of the district for suggestions. It was hoped to formulate a group of positive suggestions, not covered in the specific rules of the game, that would add to the spirit, benefits and enjoyment of all inter-class contests. All schools holding membership in the district took up the matter locally and submitted suggestions which were later accepted by all the member schools. The method of procedure is not new but the results are most unique. The schools contributing to the code were Mt. Vernon, Kimball, Parkston, Plankinton, Pukwana, Mitchell, White Lake and Chamberlain.

From the suggestions received and the procedure outlined above the following code was evolved:

1. I shall consider my athletic opponents as my guests.
2. I will always cheer the opposing team when it appears upon the floor.
3. I will clap for the opponent who makes a good play.
4. I will remain quiet while opponents are making free throws.
5. I will cheer an opponent who is injured in the game.
6. I will give the opponents a yell after the game.
7. I will never deride any official.
8. I will be courteous to all visitors.
9. I will remain until the game is over.
10. I will play fair and hard until the last whistle blows.
11. I will remember that the reputation of the school depends upon my conduct during the game and after it.
12. I will give the opposing rooters fair opportunity for their yells.
13. I will applaud good rooting by my opponents.
14. I believe that good sportsmanship means the application of the Golden Rule.
15. I will endeavor to make this district known for its good sportsmanship.

A printed copy of this code was placed, not only in the hands of all students in the several schools included, but also in the hands of every spectator present at any game in which these schools were competing. The same code was also used in the district tournament. After observing the benefits to be derived from the use of such a practical and concrete code, we feel justified in urging other similar organizations to adopt such a policy, procedure and code in their various forms of inter-school athletic contests.



The Athletic Building at Coe College

By A. P. Jenkins

THE new athletic building, under construction at Coe College, is believed to be one of the most complete in the country today. It combines features of both the field-house and gymnasium and provides, in one building, facilities for indoor recreational, intramural and intercollegiate athletic activities.

The building is of brick construction, trimmed in limestone and has outside dimensions of 246x144 ft. On the ground floor will be a running track, 13½ laps to the mile and with a 50 yd. straightaway. This track will be 10 ft. in width, except the straightaway, which will be 15 ft. wide. The gymnasium floor above will have a base of concrete flooring which will prevent dust and dirt from drifting into the upper stories. There will be four locker rooms on the ground floor with a capacity of 1,000 lockers, and three shower rooms. Equipment and training rooms will also be located on this floor, and all students and team candidates will use entrances leading directly to this floor instead of using the main entrances on the floor above. Laundry and drying rooms, and two regulation handball courts occupy the rest of this ground floor.

Above is the main gymnasium, 110x200 ft. in size, with no balconies and a clearance in height of 28 ft. Three maximum size basketball courts will be possible on this floor. Varsity games will be played on the center

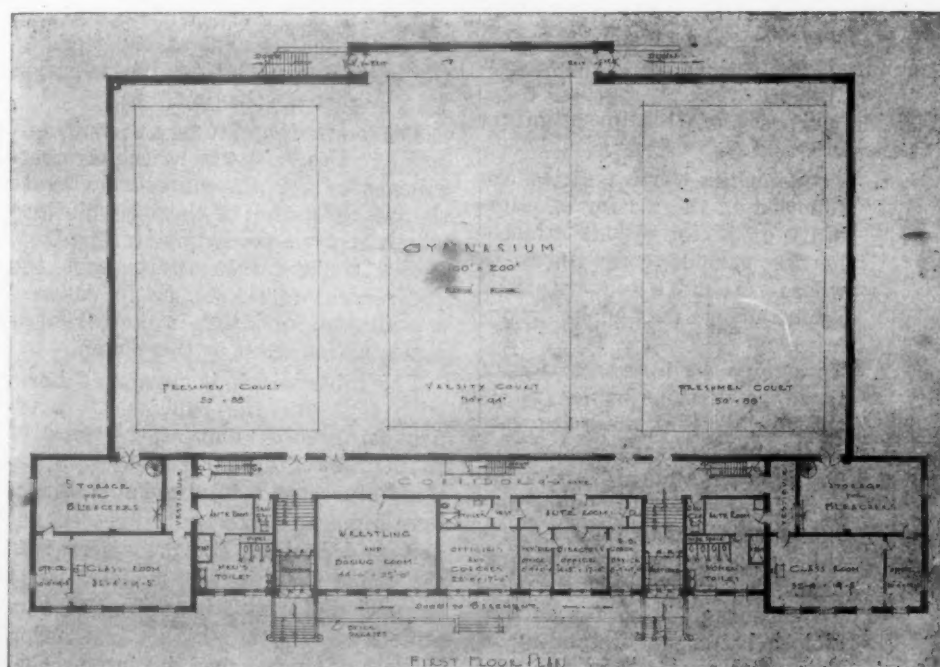
court, the other courts then being used for temporary bleachers which will seat between 3,500 and 4,000 spectators. When not used for varsity games, the three courts may be utilized for simultaneous intramural games or as practice courts. The size of this floor will also permit indoor football and baseball practice.

The main entrances to the building open on this floor into a 10 ft. corridor running the length of the building. On one side is the main floor and on the other are located the gen-

eral offices, ticket offices, coaches' and officials' dressing rooms, boxing and wrestling room, two large classrooms and two bleacher storage rooms.

Above these rooms on the next floor are the trophy room and a lounge 88x35 ft. This lounge will be used as a student recreational and entertainment center.

It is believed that this type of building is the ideal type where only one athletic building can be built, as in the case of most of our American colleges.



Eligibility for Conference Competition of Students Who Enter Higher Institutions From Junior Colleges

By G. H. Vande Bogart

Dean Hibbing Junior College, Hibbing, Minnesota

DURING the past three years there has been a constantly increasing amount of discussion relative to the status for intercollegiate competition of the student who enters a higher institution after having participated in junior college athletics. Until four years ago practically no consideration had been given to this question, evidently because of the comparatively small enrollment in the junior colleges of the United States. With the rapid increase in numbers of junior colleges amounting to fifty per cent during the past five years for all junior colleges of the United States and a gain of approximately one hundred per cent in total enrollments during the same period, it became necessary to make special provisions in many of the athletic conferences for men entering from junior colleges in order that these men might not be subjected to the rather drastic regulations that obtain relative to students who transfer from one institution to another after having engaged in college competition.

The data presented in this paper have been gradually compiled during three years of investigation culminating in a comprehensive study of the more important conferences and associations of the United States numbering forty-five and including four hundred and twenty-five colleges and universities.

The purposes of this investigation were four-fold:

1. To ascertain what policies are followed in the matter of eligibility of junior college athletes in the various conferences to whose member institutions junior college men apply for admission.
2. To clarify the interpretation of those regulations which affect the eligibility of these students in the various conferences.
3. To furnish accurate and complete information to members of those conferences which have this question under consideration.
4. To encourage in so far as possible a better understanding of the entire problem on the part

of universities, colleges and junior colleges.

During the three years that this question has been under consideration several observations have been made which are of general interest. First, it has been found that the curtailing of intercollegiate competition by certain conferences because of previous participation in junior college athletics has very little effect upon the student who is considering entering one of these institutions, because of the various advantages, financial and otherwise, which appeal to the man who attends the junior college. Second, there are comparatively few students living in the vicinity of the larger junior colleges who are attracted to other institutions until they have completed the two-year course offered there. It is further interesting to find that these men almost invariably avail themselves of the athletic privileges offered by the local school. Of one hundred and forty junior colleges of the United States which cooperated in another phase of this study, only one recognized this situation as particularly important. In other words, the man who has athletic ability generally attends the local junior college and participates in inter-school athletics without giving very much attention, at the time, to the question of his later participation in a higher institution.

There was found to be a conspicuous lack of uniformity among the member colleges of certain conferences as to the interpretation of those regulations which apply to students entering from junior colleges. In some cases the differences were such as to cause a considerable variation in the period of participation open to these men.

The table which is presented here-with indicates the policies of forty-five conferences and associations of the United States. These organizations represent a total membership of four hundred and twenty-five colleges and universities. It will be seen that there are four distinct policies as to the period of competition permitted an athlete who enters a higher institution after having engaged in inter-school

contests in a junior college. As shown in Column I, some conferences do not regard junior college competition as equivalent to that of the college or university and consequently make no deduction. The two conferences in Column II deduct one year of college competition for the entire junior college period. A very large number of conferences (Column III) subtract the junior college competition from four seasons. In some of these conferences, where only three years of intercollegiate competition are permitted, the first year of junior college athletics is regarded as freshman competition so that only one year of junior college is deducted from the three years of varsity eligibility, thus leaving two years of participation for the student. In certain other conferences where four years of intercollegiate athletics is available for the student, the deduction is made from the four years. The last group (in column 4) deducts the entire junior college period from the three seasons of play permitted each student.

There is a considerable variation in practice relative to the period of residence, if any, required of the former junior college student before he is eligible. The practices in this case may be classified under five groups. It is apparent that the conferences most favorable to the athlete entering from a junior college are found in the upper groups of each of the first three columns, Columns I, II and III.

There are two distinctions which are frequently made in those conferences which have specific regulations applying to junior college athletes. The first distinction is based upon the instructional and physical facilities in the athletic departments of the junior colleges. The fact seems to be fully recognized in certain conferences, where the junior college situation is best understood, that in coaching staff, physical equipment, and schedules of games, the junior college student does not enjoy advantages comparable to those of the student in the college or university. In the three respects mentioned above the junior college is frequently comparable to the local high

school. In many cases, of course, the larger and older junior colleges produce stronger teams than do the local secondary schools, partly because of the greater maturity and athletic experience of the men, and partly because of the comparatively large student body. A study recently completed by the writer proves conclusively the accuracy of the above statements. This distinction between the athletic opportunities of the junior college as compared with those of the conference institutions has apparently been one of the factors in bringing about a differentiation in certain conferences between college and junior college competition.

The second distinction between colleges and junior colleges relates to the differences in the extent of educational opportunities in the two types of institutions. This difference is more generally recognized and more definitely specified in the regulations of the con-

ferences than is the first. Since the junior college is limited in every case to two years of work, the student who completes his program in this school is compelled to go elsewhere for the remainder of his college course. Many of the conferences, notably the Illinois Intercollegiate Athletic Conference, Central Inter-Collegiate Athletic Conference, Missouri College Athletic Union, Southern Conference, Southern Intercollegiate Athletic Association, Pacific Coast Intercollegiate Athletic Conference and many others, have recognized the situation in which the junior college graduate finds himself and have realized that the student who enters the senior college from a two-year college is not a transfer student in the same sense as is the man who transfers from one four-year institution to another at the end of his sophomore year. Obviously the student in the first case is changing to another school from necessity, while in the

second case it may be assumed that he is changing as a matter of choice. Whereas the one-year residence rule provided by most conferences was adopted primarily to discourage proselyting from one college by another, or the migration of athletes, and as such has undoubtedly served a valuable purpose, the enforcement of this residence requirement would seem to work a hardship upon the junior college graduate, who has no choice but to change to another institution.

The fundamental consideration among those conferences which have provided immediate eligibility for the student entering from a junior college appears to be a discrimination between the terms *college* and *junior college*. It is found that such terms as *standard college*, *four-year college* and *degree-granting institution* are used to distinguish the former from the latter. A typical example of such regulations is found in the constitution and by-

ELIGIBILITY FOR INTERCOLLEGIATE COMPETITION, IN ATHLETIC CONFERENCES OF THE UNITED STATES OF STUDENTS WHO HAVE PREVIOUSLY COMPETED IN JUNIOR COLLEGES

	I. Full competition, no deduction	II. Deduct one year for all Junior College competition	III. Deduct number of years of Junior College competition from four years	IV. Deduct number of years of Junior College competition from three years
A Any Junior College transfer eligible immediately	1. Missouri Intercollegiate Athletic Association (5) 2. Northwestern Ohio Conference (5) 3. Pacific Northwest Intercollegiate Conference (6) 4. Texas Collegiate Athletic Conference (6)	10. Far Western Conference (6)	12. Central Intercollegiate Conference (Kansas) (7) 13. Inter-State Athletic Conference (9) 14. Iowa Intercollegiate Athletic Conference (15) 15. Missouri College Athletic Union (10) 16. Texas Intercollegiate Athletic Association (9) 17. Smoky Mountain Conference (7)	35. Wisconsin Inter-Normal School Athletic Conference (10)
B Any Junior College transfer matriculating with sophomore, or higher, classification eligible immediately			18. The Pacific Coast Intercollegiate Athletic Conference (9) 19. Southern California Intercollegiate Conference (7)	
C Any Junior College transfer matriculating with junior classification eligible immediately	5. Minnesota Intercollegiate Conference (9) 6. West Virginia Athletic Conference (15)		20. Illinois Intercollegiate Athletic Conference (22) 21. Oklahoma Collegiate Athletic Conference (10) 22. South Dakota Intercollegiate Athletic Conference (12) 23. Southern Intercollegiate Athletic Association (26) 24. Nebraska College Athletic Conference (8)	
D One semester or term of residence required prior to intercollegiate competition			25. National Collegiate Athletic Association	
E One year of residence required prior to intercollegiate competition	7. North Carolina Intercollegiate Athletic Conference (10) 8. Southwest Athletic Conference (7) 9. Virginia Intercollegiate Athletic Conference (9)	11. Rocky Mountain Faculty Athletic Conference (12)	26. Green Mountain College Conference (4) 27. Indiana Intercollegiate Conference (20) 28. Kansas Intercollegiate Athletic Conference (10) 29. Michigan Intercollegiate Conference (4) 30. **Middle Atlantic States Collegiate Athletic Conference (19) 31. Mid West Conference (9) 32. Intercollegiate Athletic Association of Nebraska (6) 33. Ohio Athletic Conference (23) 34. Southern Conference (22)	36. Athletic Association of Arkansas Colleges (5) 37. Intercollegiate Conference of Faculty Representatives (Big Ten) (10) 38. Michigan Intercollegiate Athletic Association (6) 39. Missouri Valley Conference of Faculty Representatives (4) 40. North Central Intercollegiate Conference (6) 41. Southeastern Intercollegiate Conference (colored) (12) 42. Wisconsin Intercollegiate Athletic Conference (4)

The following Conferences have not decided the question of period of participation or eligibility, for students transferring from junior colleges

- 43. *Central Intercollegiate Conference (4)
- 44. Missouri Valley Intercollegiate Athletic Association (Big Six) (6)
- 45. New England College Conference on Intercollegiate Athletics (5)
- 46. *Association of New England Colleges for Conference on Athletics (28)
- ** Informal Conference or Association.
- ** Competition in Basketball and Tennis only

Note: Figures in parenthesis indicate number of members of each Conference
This chart includes data for 452 universities and colleges

G. H. Vande Bogart
Dean, Hibbing Junior College
Hibbing, Minnesota

laws of the Southern Conference, Article 15:

"The word 'college' as used in this code is any educational institution which offers a standard four-year course leading to a baccalaureate degree, which requires at least fifteen Carnegie units for entrance and which has at least one hundred male students of college grade, or is a member in good standing of the Southern Intercollegiate Athletic Association. The United States Military Academy, the United States Naval Academy and all state universities shall be considered colleges from an athletic standpoint in the application of this rule."

Also in Article III, Section 3, of the constitution and by-laws of the Virginia Intercollegiate Athletic Conference:

"No student who has attended an institution of collegiate grade and while there participated in any varsity game or contest and thereafter enters a college of this conference shall be eligible. An institution of collegiate grade shall be understood to be one offering four years of college work. Graduates of a junior college or other institution not offering a four-year course may be allowed to continue their athletic careers at the institution to which they transfer, providing they conform to the one-year residence rule."

The South Dakota Intercollegiate Athletic Conference makes the following provision in Article III, Section 4a:

"If a student goes to another institution after finishing a preparatory course or after receiving a diploma from a college offering less than a four years' course in college work, this is not considered migrating."

The Pacific Coast Intercollegiate Athletic Conference provides that:

"A student all of whose college work has been done in a junior college, who transfers to a conference institution, shall be given the same standing for athletic purposes as if he had been in residence in the conference institution during the period over which such work was taken."

It was found that some colleges evaluate athletic competition according to the listing of colleges by the U. S. Bureau of Education, which does not include junior colleges with colleges and universities. In accordance with this, junior college athletic competition is not considered equivalent to that of the higher institutions.

In other conferences it is stated that the term *college competition* covers all cases in which students participate in inter-school athletics in institutions above high school rank.

After a thorough study of the eligibility regulations of the various conferences it is apparent that there is a considerable uniformity in certain practices. In some cases the reasons for certain regulations are definitely stated; in other instances the circumstances which made necessary certain rules are very apparent. For example, nearly all of the conferences limited the period of intercollegiate competition in order that a student may be prevented from continuing at a college for an unduly long period of time merely to enjoy athletic opportunities, or from playing for a period of years in one institution and then after he had rather exhausted the resources there migrating to another college and repeating the procedure. The "tramp athlete" has been eliminated by our various conferences because it was found that in most cases the procedure which he indulged in was detrimental to the schools to which he migrated, the student body, the athletic department and himself. He represented a case of retarded scholastic development; often he contributed nothing to good sportsmanship or to the recognition of those codes of ethics toward which our conferences are constantly working.

A SECOND example may be cited to illustrate the trend of conference regulations in recent years. In this case also there was a definite need for regulations of this type. Probably every group of colleges and universities that has ever encouraged intercollegiate contests has had many experiences with the overenthusiastic alumnus, with the student having a mistaken sense of loyalty to his institution, or often with the win-at-all-costs coach who approach athletes who are attending another college with inducements to leave that institution and enter theirs. The results of such practices are too well known to require description. In order to remedy this and other abuses, the one-year residence rule has been found necessary in many conferences. Probably the only case in which this residence rule may work an unmerited hardship upon the student is in the case of the man who attends his local junior college, enjoys athletic privileges which have been definitely proved to be less complete than those of the higher institutions and then, when he has gone as far as he can in the course there, is compelled to enter a senior college or university to continue toward graduation. A few conferences still treat this student just as they would the man who, of his own accord or because of inducements, migrates from one univer-

sity to another. Other conferences as shown above have within recent years given this question special consideration and have made provisions to suit the case. Many conferences have found that the abuses for which the two regulations cited above were created may be eliminated very satisfactorily by the regulations indicated on the chart. One of the best suggestions was offered recently by the president of one of the largest and best known conferences in the United States:

"Graduates of accredited junior colleges shall be eligible to participate in intercollegiate athletics on Conference teams their first year, but the time of their participation shall be limited to two years over a period of two college years counting from the time of first matriculation. Non-graduates of accredited junior colleges shall not be eligible until they have been in college one full year, and the time of participation shall be limited to two years over a period of three years, counting from the time of first matriculation."

The wide-spread interest in the questions discussed above is gratifying to those who believe that such regulations will contribute to better educational guidance of the student. Many instances have been brought to the writer's attention of students who have avoided those schools to which their specific scholastic interests would naturally direct them because of the rather severe regulations depriving them of those athletic privileges to which they felt that they were entitled.

The findings of this study may be briefly summarized as follows:

1. Of forty-five conferences all but four have regulations which definitely indicate the status of the student who enters from a junior college. The various provisions of the conferences are indicated in the table.
2. The question of period of eligibility and immediacy of eligibility has been discussed during the past year by several conferences. In those cases in which a definite decision had been reached, the new provision was always a more liberal one for the junior college student than had existed in the past. Certain conferences have made this question an order of business for their next meetings.
3. There seems to be a growing recognition of the fact that junior college competition is not equivalent to the privileges generally offered the college and university athletes.

The Requisites of a Good Basketball Player

Observation, brain power, concentration and confidence are the necessary requisites of a good basketball player

By George Keogan

ANY basketball coach who has enjoyed a certain degree of success will be called upon to answer many queries as to how this has been accomplished. Some coaches attribute the success to excellent team play, others to a wonderful defensive, while the less praiseworthy may attribute it to material. Of course, all of the above elements enter into the building of a successful team.

One may be called upon to answer the following questions: How do you get such perfect passing? How do you get your men to play such flawless defensive? Your offensive has perfect timing and I have difficulty in teaching my men to time properly. Your men seem to adapt themselves quickly to each new condition. Do you have plays to meet all conditions? The rapid development of your new men is noticeable; how is this accomplished? Such are the questions one is called upon to answer.

A team may have an excellent offensive and an equally good defensive, but there are many other factors that go to make a great basketball team. Some of these seem trivial and are perhaps overlooked by the average coach. Still, they are the very foundation on which any great athletic team is built. I will try to cover carefully a few important factors in the development of a team.

Observation

Observation is a very important factor in developing and improving a young player. Any man who is a good player is always looking for pointers which he might use in improving his game. No player should be satisfied with himself. There are in basketball, as well as in the other sports, men who play for years and never seem to improve their game.

There are players who have been stars during their high school days but who never make their varsity teams. Possibly they lack experience; they may not have the mentality to improve; or they may be physically unable to do better. Then again their failure may be attributed to self-satisfaction and to the fact that they never try to learn new things. They

are satisfied with themselves as they are.

A very excellent way to improve a team by observation is through a round table discussion after each game. Here should be discussed honestly the faults the players displayed during the contest and the ways to correct them. Also, the good moves and plays the men made during the game should be talked over. The fine points of the opponent's game should also be considered. Possibly your best forward had a great guard playing him. It might help your guards to learn what this man used in covering your best man. Your guard may have played against a good forward and he may in turn give your forwards the strong points of his game.

In this way each man is eager to improve and to help his teammates improve their game. There is bound to be improvement in a team when the men learn from each opponent they meet. A high school boy will never improve unless he has the will to do so. Whenever he has the opportunity to see good players in action, he should by all means do so, and he may learn one or two new things from their game. This also applies to the coach. He, too, can learn from watching good men in action, and by studying the game tactics of other successful coaches.

Brain Power in Basketball

I do not know of a more convenient way to classify basketball players than to place them into two groups: those who use their "gray matter" and those who do not. Possibly the most striking feature I find in reviewing the many players I have coached or observed in action is the ease with which they fall into one or the other of the above classes. To my way of thinking, it is one of the distinct compliments to the game of basketball that the factor which assigns a player to one category or the other is the use or abuse of "gray matter."

There are players who have wonderful physical selves and are very skillful from years of experience and competition but who never become top-notchers because they cannot con-

centrate during the entire game. Players who cannot concentrate thoroughly will be found to be the mechanical or impulsive sort of players whose execution never varies much, but is always the same.

Such men may have some success due to their great physical prowess, but basketball as a team game is not benefited much by their presence. I admire the thinking, planning, clever type of player, who carefully thinks out each move he makes. Such a player gives form and structure to the game; he succeeds and lasts longer and makes basketball enjoyable to the spectator.

It is really most interesting to observe the various moves employed by a really clever player, especially when he is putting forth his best efforts to bolster his team's game, trying to strengthen the offense or the defense. As players and as a team, basketball men must plan their moves. There must be a purpose to every pass and every cut for the basket, just as there should be a purpose to every move on the defense. In the case of the individual, especially when two players of equal ability meet, it becomes a matter of brain against brain, with the quick, alert, thinking player holding the edge.

Some players race down the right side of the court and, as they approach an opponent, make a feint to the left to draw the opponent over; then cut sharply to the right in the direction of the basket to receive a pass. The brainy player will vary this move the next time so as to increase his deception, because his opponent will likely expect such a move and be prepared for it. He may use a double shift.

These shifts are executed rapidly and are very confusing to the guard. A good guard has no difficulty in covering a man who always moves the same and always uses the same tactics. The same is true of the straight-away player who depends only upon speed. The secret of the whole thing is a change of style—never letting a guard know what to expect. On the defense there is no set system of an-

(Continued on page 38)

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JOHN L. GRIFFITH, Editor

Sports, Heroics and Hysterics

THE men who are charged with the responsibility of promoting athletics have probably without exception enlarged upon the values incident to well conducted sports. They have perhaps been guilty of mentioning only the good that is to be found in athletics and have neglected to call the attention of the public to the unfortunate incidents that sometimes occur in our highly competitive contests. Mr. John R. Tunis has recently published a book "Sports, Heroics and Hysterics," which is replete with tales of unsportsmanlike conduct on the part of athletes and deals with mistakes that have been made by organizations that have undertaken to administer the different games. As the athletic men have possibly erred in that they have spoken too loudly regarding the values of athletics, so perhaps Mr. Tunis in his book has gone too far the other way in calling attention almost exclusively to the evils connected with the games. However, the athletic men are indebted to Mr. Tunis for presenting this side of the question. If a coach studies a new play only from the standpoint of its offensive strength instead of viewing it from the defensive side, he undoubtedly will find when the play is tried out in a game that it has certain fundamental weaknesses and by the same token if we think only of the good in athletics and are blind to the defects, then we will probably fail to give adequate attention to the undesirable tendencies and consequently will not devote enough time and thought to methods of improving the game.

Mr. Tunis blames the complicated organization of sports and the publicity seeking associations that run them for many of the undesirable conditions which he has so ably outlined in his book. We have noticed in recent months a tendency on the part of so-called sports governing bodies and others to glorify themselves instead of the athletes. At the final Olympic try-outs in Boston preceding the games where the best track and field athletes in America were later to compete and where every one was anxiously awaiting the starter's gun in the first event, the bands blared and onto the field marched several hundred A. A. U. officials. Needless to say the public was not interested in what Mr. McGeehan calls "the badgers," but

rather was tremendously interested in the athletes. THE JOURNAL holds that our games belong primarily to the present generation of boys who are competing in them. The officials, coaches, rules makers and the administrators in general, all of whom are a necessary part of the game, should keep in the background. In our school and college athletics the men who administer athletics in its different departments of their own accord gladly attempt to keep out of the picture as much as possible. The officials on the other hand of some of the sports governing bodies lose no opportunity to hog the limelight. There is a growing suspicion that some of these organizations use the sports which they pretend to control more for the purpose of exploiting the association or the sports governing body than they do for the purpose of improving and promoting athletics. Mr. Tunis has no axe to grind and even though he may be a bit too pessimistic, he gives the impression that he is honest in his thinking and above all that he has the interest of amateur athletics at heart. His book is very much worthwhile.

The Intellectual Versus the Emotional

THOSE who believe that the sole function of education is to improve mental effort and intellectual achievement frequently protest because humanity is governed so largely by its emotional interests. Gene Tunney astonished at the enthusiasm of the crowds that met him in London and in Paris is reported to have said, "If I had been a great painter I would have been met by a couple of long-haired men and short-haired women. Had I been a famous writer my welcome would have been left to posterity." Mr. Tunney thus calls attention not only to the fact that he was greeted by a large crowd of those who were interested in him because he was the World's Champion Boxer, but also ventured to suggest that if he had been a great writer undoubtedly only a few of the large number of people interested in literature would have turned out to greet him.

Athletics undoubtedly appeal to the emotions of our people. This in itself should not condemn them because athletics provide an opportunity for men and women to give vent to their emotions but in a more or less conventional way. Unrestrained emotionalism marks the untrained and untutored savage. Emotional expression properly controlled indicates good breeding and a certain amount of social training.

Perhaps sometime the race will have advanced to the stage where intelligence will at all times predominate over the emotions but it is clear that that time has not yet arrived. Perhaps we will make greater progress if we recognize the fact that man after all is an animal who not long ago emerged from barbarism; that he is more inclined to become excited over the performances of the great athletes than he is to manifest vociferous enthusiasm over the achievements of the intellectuals; that this being true athletics may be worth while if they are so used as to teach an appreciation for the control of human emotions.

Merry Christmas

THE Athletic Journal extends its best wishes for the Holiday Season to all its readers. The football season is past, may the coaches who have suffered defeat soon forget their disappointments and cherish only the memories of the victories won. May those who have enjoyed a successful year be very humble remembering that next year may be different. The basketball, baseball and track seasons are before us. May each coach focus his attention on the needs of the team rather than on his chances for victory and may each one look forward eagerly to the friendly contests that are ahead of him.

The athletic coaches are the exponents and exemplars of athletics in the American schools and colleges. True a great many others have helped to build the field houses and athletic fields and to promote the institutional sports. The coaches and directors are, however, in a large sense sports salesmen. There are at least thirty thousand men in the educational institutions working on part or full time, whose duties consist of giving instruction in and promoting athletics. These men have something worth while to sell this country. It is evident that they have been successful in organizing and promoting athletics for several million American boys. If they were to redouble their efforts they could without doubt give adequate athletic training to twice as many boys as are now receiving it. You men who are promoting the most important part of the nation's athletics believe that all forms of physical education activities are of value to those who are fitted to enter into them under proper guidance and instruction. May you this Christmas time when the spirit of giving is prevalent rejoice that you have the opportunity to give of yourselves to the end that the youth of this country may be healthier, happier, better disciplined and more self-sufficient than would otherwise be the case without their athletic experience.

Athletics teach those who play the games to accept victories gracefully and not to lose their sense of proportion. The Americans as a people are not only good sports but they have demonstrated that they can enjoy prosperity without losing their balance. This country is prosperous, its people have more of the comforts and luxuries of life than have any other people since time began. Being sportsmen they will not be satisfied with past successes but will fight on for the battles which 1929 will bring.

The editor and staff of the Athletic Journal extend their kindest wishes for a Happy New Year and a Merry Christmas to all of our friends.

John L. Griffith.

Why Wrestling Should Be One of the Most Important Phases of Our Physical Education Program in Our Public Schools and Colleges

By *Hugo Otopalik*
Iowa State College

WRESTLING is probably the most ancient of competitive sports. It is noted in data of the prehistoric ages when brawny giants pitted strength with one another; true there were no set rules in those days as now, but the game has remained the same fundamentally throughout all these past centuries.

In those first days, wrestling was only a brute struggle, for the cave men of that period knew no science and usually the physically strongest and heaviest man won—nowadays wit, science and knowledge of the art of the game play the leading role and very often win over brute strength. Ingenuity, a quick mind, proper coordination between mind and body play a greater part than brute strength only.

In order to be a wrestler of the first rank, one must have to the fullest degree the strength of a football player, the speed of a track athlete, the agility of a tumbler, the coordination of a contortionist and the bodily development and physique of a swimmer: all these elements and factors are bound up in one, in the wrestler.

Wrestling is obviously the greatest of all personal contact games: in the first degree it is a test of strength and endurance, stamina and resourcefulness. It is the finest, most fascinating and healthful of exercises. Every muscle of the body is exercised and developed in coordination and in harmony with every other; no muscle or group of muscles is developed and exercised to the exclusion or to the detriment of any other as is the case in so many of our sports. The smallest muscle of the toe is exercised right along with the largest muscle of the thigh or back. For these reasons it may be said to be the greatest and most essential of all exercises.

There are only a few sports in which one may participate after leav-

ing college or high school and these are principally golf, swimming, handball, and possibly tennis—wrestling should be added to this list, for men may wrestle as hard as they desire; strenuously exercising to almost total exhaustion and fatigue, or they may wrestle very mildly and still get the desired results. One may make it as hard or as easy as one likes. No matter how young or how old one is one can participate in this worthy game if there is any sporting blood present at all in the individual and there need be no evil resulting. We have many instances where boys six and seven years of age are wrestling—many states have grade school and high school wrestling; and on the extreme other hand we have professional wrestlers past the half century mark in age who are still in the game and keeping young: Farmer Burns, whom all no doubt know, is past sixty-five and still wrestling, and feeling young as ever; Stanley Zbysko recently won the world's championship at the age of 55; George Bothner is still going strong at the age of 60.

Many other similar examples might be cited, but space does not permit. My contention is simply this: it is just as necessary and essential that we humans exercise our bodies as well as our brains. When a man comes to the point where he does not, or cares not to play it is a good indication that he is getting old and in fact has, in the vernacular of the street, "one foot in the grave and the other on a banana peeling." We humans, and we American people must learn how to play more and longer if we wish to continue active and useful lives.

If a man does not take time out to exercise and play when he should, he certainly will take time out while in a hospital recovering from some malady contracted because of low physical vitality which might easily have

been built up or retained by proper exercise and play. Wrestling is one of the easiest and best forms of recreation we have and should be practiced by all.

Put the element of competition in any exercise and you have a game that will be most fascinating and most beneficial. Wrestling is a keen competitive sport—it is most fascinating because no two situations are exactly alike—there are new complications coming up every move; no two men will wrestle alike; as in golf, no two occasions are alike, there is something new arising every second; one moment a contestant is on the aggressive and the very next he is on the defensive. He must be on the alert every moment or woe be unto him.

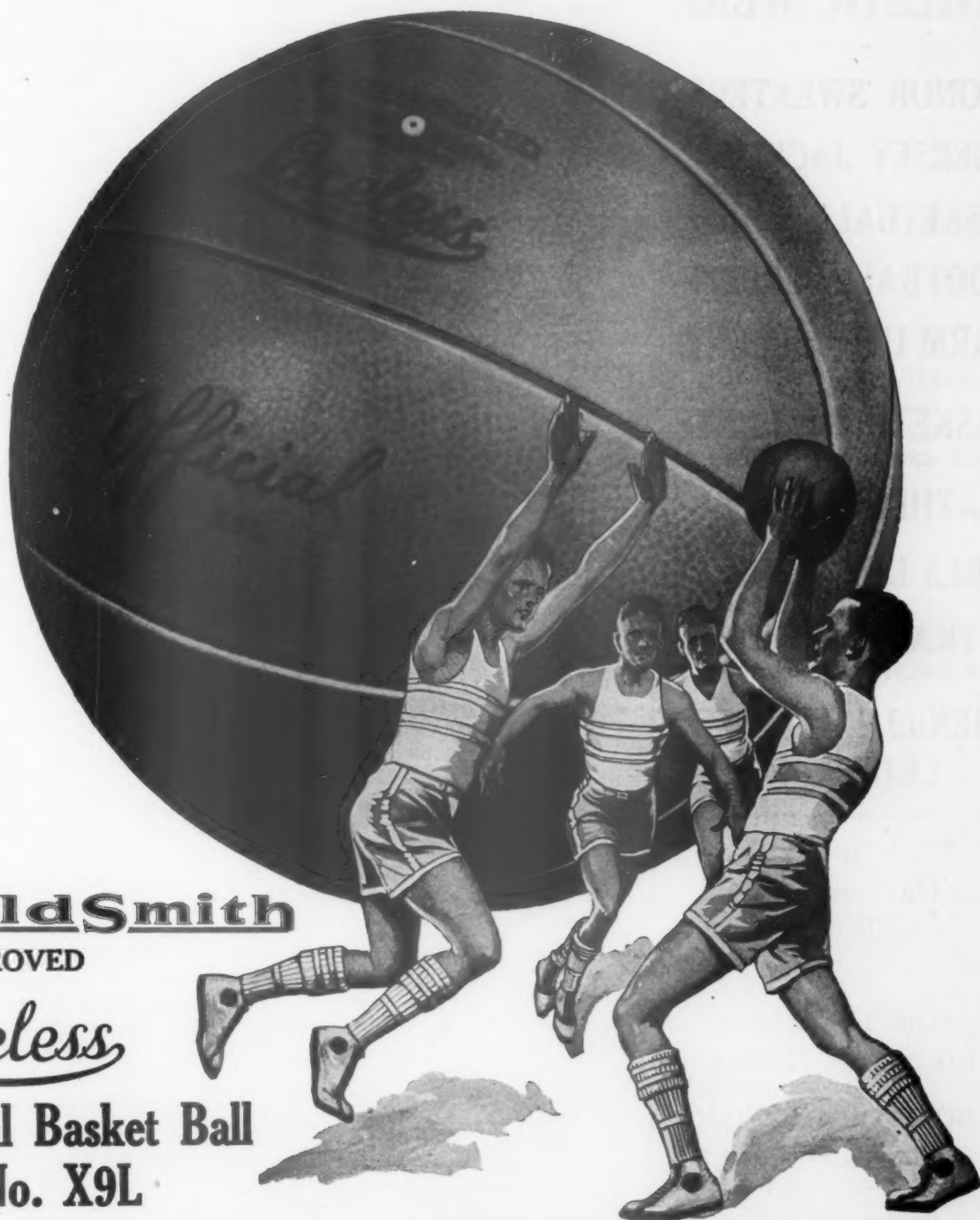
As to the matter of equipment—very little is required—there is hardly any needed, the space need be small, in fact wrestling may be indulged in on the front lawn as well as in the finest equipped gymnasium. One needs no more in the way of apparel than a pair of overalls. Wrestling is the most valuable and still the most economical sport, especially for the smaller school.

Some may object to wrestling for their boys because of its semblance to brutality. Well, there is a little of the brute in all of us and it must be let loose in some way and why not in wrestling rather than in murdering or maiming someone, or in suicide. Surely if a boy or man interests himself in a sport he will not have time or the inclination to follow the footsteps of a Loeb or a Leopold; and furthermore, wouldn't you rather have your boy in a gymnasium wrestling than hanging around in a pool room, or on the street corner?

All are urged to take part in this most beneficial of sports and to use their influence in inducing boys of all ages to wrestle—there are fewer in-

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juries in the wrestling game than in any other, and the benefits are far more lasting and more essential than those derived from a good many of our other sports—no form of athletics will bring out the finer qualities of a boy as this: self-reliance, initiative, aggressiveness, self-assertiveness, self-confidence, taking advantage of all conditions under the most extenuating of circumstances and the inculcation of the desire to win—which is a truly American trait—are only a few factors which tend toward the development of a better citizenship—and after all, isn't that what we are endeavoring to produce—in all our athletics? If a boy is not a better boy in every way because of his participation in some sport, then we should "cut out" this part of our social life and replace it with something that is really worth while. If athletics do not tend toward a better citizenship then they are not fulfilling the place in the scheme of our present social system.

Wrestling and all other phases of athletics are indispensable in our present generation—we could not get along without them—they not only provide physical and mental recreation and diversion, but they improve our every standard. They teach us to respect the skill and feelings of others—athletics teach the ethics of fair play under all conditions, trickery is frowned upon, authority is respected, and proper observance of the rules of the game is emphasized; all these points are carried into later business and professional life and it can hardly be said that an athlete is not a good citizen, for he has learned the rules of life through his participation in athletics. The day will soon come when the man who cheats in a business deal will be as much an outcast as the golfer who slugs his opponent. One will be as unthinkable as the other.

The wrestling art in its various branches has conferred many notable factors on the human race—it is an unequalled pastime, the best means of self-defense, a developer par excellence of the body, and an unfailing aid to health. Surely wrestling should be more universally encouraged and required in every man's life. There was a time when wrestling was participated in by professionals only. Now, however, all this has been changed. The sport is most popular in our grade schools, high schools and colleges, and its popularity is increasing because of its interesting and spectacular phases. We have organized conferences for the control of wrestling in all parts of the country.

A boy need only try the game once

and he becomes an ardent fan—as in golf—it is fascinating because it is ever changing. He that is proficient in wrestling has assets that he would not exchange for many a large sized bank account.

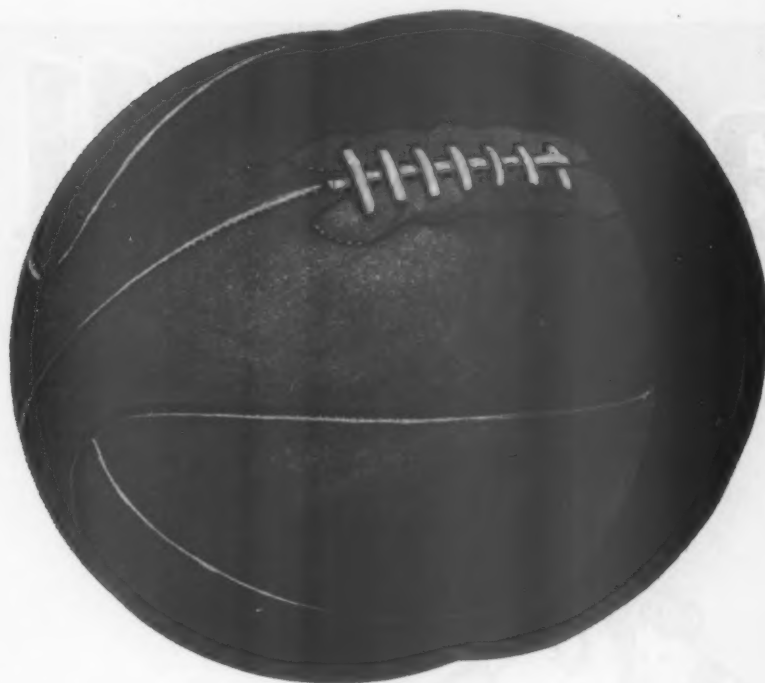
In many colleges of the country, wrestling is a major sport and one of the best of winter games from the standpoint of interest and participation; hundreds of boys are seen daily in action on the mat for development and recreation purposes. Many coaches urge wrestling as a conditioner for other sports.

Too often we are prone to think the one who participates in this manly game of wrestling is a low brow, a crook and "roughneck" and never to be trusted, but such is far from the case; the boys who are participating in wrestling in our schools today are of the finest type to be found anywhere and are many times the best students and most popular in all campus activities. These boys are respected, trusted and honored by everyone, be he faculty member, student or fan. This erroneous idea that so many have, comes from the fact that we have so much of the objectionable in our professional ranks; it might be said here that there are very few of our college men entering the professional game.

The National A. A. U. meet held in the middle west in 1927 and the N. C. A. A. held in the Missouri Valley region in 1928, brought out the fact very forcibly that wrestling is taking the country by storm; there were entered in these two meets, boys from practically every state in the United States. The middle west seems though to be the seat of the wrestling world, for practically every one of the champions hailed from this region.

Many state high schools and grade schools are fostering wrestling for the boys and this sport is a regular part of the physical education program. Under proper supervision there can be no finer activity for the American boy who is full of pep and vigor and eager to pit his strength against his fellow.

Wrestling is a builder of real boys and men and every superintendent and director should do all in his power to include this form of competition for the boys under him: if competition is good for one it should be for another; irrespective of size, build or shape a boy can participate in wrestling with great beneficial results where he could not be included in other sports because of lack of weight, size or speed. Wrestling should be a universal sport.



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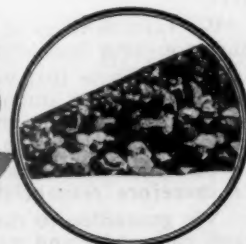
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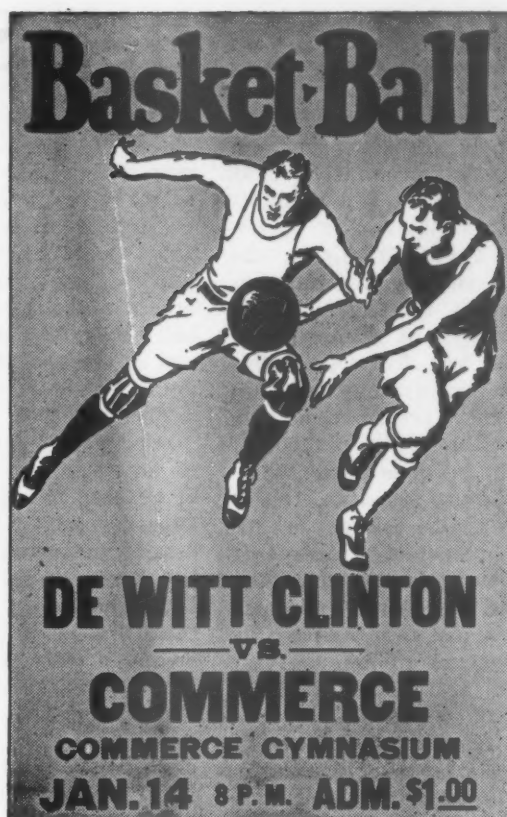
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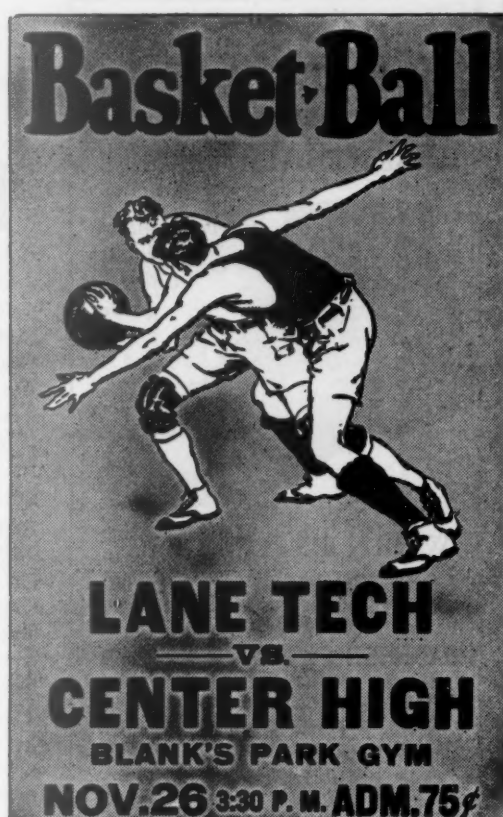
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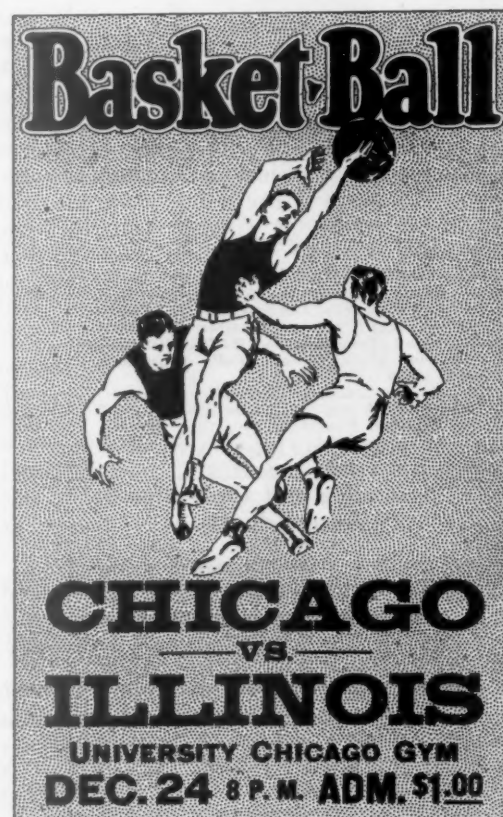
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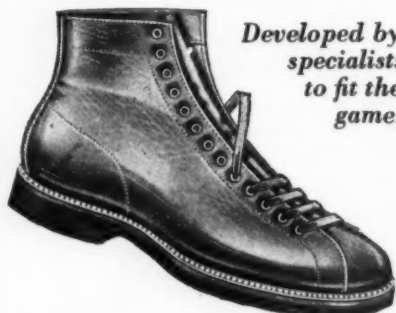


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The So-called Stall

By P. E. Huffman

THERE is no necessity for all adverse criticism and publicity that the "stall" is now receiving. It is not revolutionizing the game, nor is it ruining the game, as some would have us think. It is merely another style of offensive play that has not, as yet, found its niche, but it expands our strategy, and has a very important place in basketball.

There are just a certain number of things that can be done with a basketball, if the game remains, fundamentally, basketball. There can be only a limited number of systems that may be used, with the players doing these legitimate things with the ball. There have been just four, or possibly five, general systems of defense that have been used, or that can be used. The first system, which scarcely can be called a system, but more honestly, the natural inclination of all beginners, is that of everybody following the ball—"the ball's the thing." The first scientific defense was the "man-to-man" style of play, making players responsible for the conduct of certain opponents. This style of play is still very effective. The zone and five-man defenses followed, shifting the responsibility of the players. As the five-man defense, used in some phase by a great majority of teams throughout the country, became perfected, the problem of coaches was to find an offense that would take the ball to the basket. And the latest offensive method to be tried has been the so called "stall." To break the "stall," without cumbersome and drastic legislation, we revert to following the ball, and the man-to-man defense. Hence, the cycle is complete, and, as we use different systems, and combinations of systems, according to the abilities of our material, and the styles of play that we shall meet, the game is bound to become more scientific. We have one more weapon—a deliberate offense—which aids materially that fundamental of all athletics—a change of pace. If basketball rules are left alone, the game will become the most scientific and the most popular that it ever has been.

When the five-man defense, that radical digression from the orthodox, came into being a few years ago it received some very adverse criticism. However, we have all become reconciled to this style of play, and have developed styles of offense to penetrate the set defense. And the five-

man defense has not ruined the game as many predicted that it would. The passing lanes, bounce pass, the block (the "legal" block, as some humorously call it), the pivot-dribble, and other methods, designed to get the ball through the front line, are known and used everywhere, and the defense is no longer the mental hazard that it once was.

As above mentioned, the latest bit of strategy for combating this style of defense is the much discussed and abused "stall." In reality it is not a "stall," but a change of pace, and can be executed only when the defensive team chooses to allow it. The term "stall" as it is used in this article means a delayed, or deliberate, offense. The author has no sympathy whatever with a team that will try to kill several minutes by the constant use of held balls, by falling on the ball, or any other such method that might be used to kill time.

There is one rule concerning this style of play that should be changed. This is the rule concerning the jump ball. If the rule that a man who is jumping may not catch the ball until it has been touched by another player were written back into the rules this would eliminate much of the undesirable element that is now in the game, for then one player, who possessed some peculiar ability, could not "stall" a game out by himself, but the element of teamwork, a fundamental of basketball, would have to enter into the play. This change would eliminate the type of games, justly criticized, that have come to our attention within the past few years, that have been a detriment to the game.

Whenever a team has an opportunity to score, this opportunity should be converted into points, but a team should not be required to take the same chances when it is ahead that it takes when it is behind or when the score is tied. The deliberate offense, used at psychological times in the game, or in the last few minutes of play, is good basketball, and if legislation is passed to eliminate it, the game will be greatly hurt.

Why should legislation of any kind against the "stall" be passed? Why shouldn't the offensive team be allowed to play deliberately, as well as the defensive team? The ball is on the playing floor in the hands of an opponent. Any player of the defensive team has the opportunity to go and get it if

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he can. If the defensive team, playing a set five-man defense, allow their opponents to hold the ball, and make no effort to get it, aren't they, too, stalling? Both teams are in the back court, one on defense and the other on offense, neither attempting to play the ball, and both waiting for a break. Why should rules be passed to compel one team to play the ball and not the other? It is not the duty of the rules to attempt to equalize teams or to place a handicap on the team that is enjoying a lead.

The argument that the "stall" is unfair to the defensive team, because it makes them take chances, and as a result may cause them to foul when they are already behind, is no argument at all. The fact that the defensive team is behind is proof that their opponents have, in some way, outplayed them, and changes should not be written in the rules that would keep them from protecting their advantage.

During the third quarter of one game in the Illinois High School state finals at Champaign in March one team had a four point lead. They held the ball in the back court for a short time, but the other team, evidently feeling that it was not time to break their defense, which was a good one, did not rush their opponents. When the team with the ball found that their opponents were not coming down the floor after them they started an offense into the set defense. Their opponents obtained possession of the ball and succeeded in scoring. This was repeated, and the score was tied. The score advantage and the psychological advantage were lost, and the team which had waited its time had played deliberately, although defensively and behind, won the game by a comfortable margin.

A football team which has a lead near the end of the game will play an altogether different type of ball than it would use if it were behind. We call such a team "smart" when it refuses to take chances, but protects its margin by keeping the ball out of dangerous territory. Then why should we criticize a basketball team for taking advantage of its lead and playing conservatively? Forward passes are thrown in football to keep the secondary defense back, thus making line plays more successful.

If a basketball team has a defense that is difficult to penetrate, and its opponents have a lead, why should the team in the lead not be allowed to play deliberately, why should this team not be allowed to change pace—to "stall," if you please—in an effort to break this defense? If such strat-

egy is good on the football field, it is good on the basketball court.

The argument that "stalling" is unsportsmanlike and that it causes the crowd to become unsportsmanlike and sometimes vicious cannot be considered an argument against "stalling," although the crowd, who pay their money to see the games, and who, therefore, make the game possible, are splendid barometers of what should and will happen to the game. The crowd is, necessarily, our "board of strategy." If left alone, the coaches, players and fans will solve this problem, just as they have solved problems in other branches of sport. Not only the written rules, but also the unwritten code, will be laid down and obeyed in the way that the sporting public demands that they be obeyed.

There are still a few coaches in the game who do not see far enough, or do not want to see far enough, to prepare for the different types of play that they will meet. These coaches try to educate the home fans to believe that it is unsportsmanlike for opponents to use a style of play that will make their own style less effective. This type of coach is rapidly disappearing, for which we are thankful, but the few who remain are flies in the ointment for the majority of coaches, who are "square-shooters." The reason that one team is "stalling" shows definitely that the other team is not rushing the play. The defensive team alone is responsible for the condition. If one team is trying to keep down the score of their opponents, or does not know how to break a "stall," that is the team that should be criticised, and not the team that is playing intelligent basketball.

From the standpoint of officials, changes in the rules to regulate the "stall" would be very unfortunate. Any changes that could be written into the rules concerning this style of play would have to place more responsibility on the officials; and many of these added responsibilities and decisions would have to be in the form of judgment, which would make it difficult for all concerned. Officials are human and apt to err; they do make mistakes, although they study the game and work at their job conscientiously. But they do not make mistakes in proportion to the "razzings" that come to them. The criticisms that officials have been receiving recently present us with a serious problem; the condition threatens the popularity of the game. Changes in the rules always aggravate this condition, because the public must be educated to the changes; and any changes

(Continued on page 39)



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The Ski Sport in Colleges and High Schools

By George W. Martin

Secretary, United States Eastern Amateur Ski Association

IT is encouraging to note the progress of the ski sport during recent years. This may be seen at any of the ski tournaments held throughout the snow belt of the United States. Ten years ago forty riders at a jumping competition held by a member club of the National Ski Association was a fair entry list. Now the entries in similar meets have doubled. The National Ski Tournament of the United States held at Red Wing, Minnesota, last winter had over two hundred competitors.

Despite the progress made, the majority of non-skiers do not have the correct conception of skiing. To most Americans it is somewhat similar to a circus exhibition of nerve and foolhardiness. It is generally not understood that ski-jumping is only one phase, and a minor phase, of the ski sport. A statement often heard at any jumping tournament is "I wouldn't do that for a million dollars." It is as senseless as a non-swimmer making a similar remark of a diver doing a two-and-a-half somersault from a ten-foot board. Ski-jumping has about the same relationship to skiing as fancy diving has to swimming. One would not attempt a difficult dive before knowing how to swim.

The next step forward is to educate the "snow belt" in skiing. The sport has been introduced to America and is well established because of its spectacular side. Now it should be brought closer to a basis of intimate acquaintance and understanding, especially as the 1932 winter Olympic Games are to be held in this country.

Skis originated from force of necessity. They were and still are used to cover country where deep snow would prevent walking. When aspects of civilization changed and people of sedentary pursuits in life felt the need of recreation and exercise during the winter months, they adopted the ski so that they could enjoy the country and fresh air. At the present day in Norway everyone skis. Week-end trains leaving the cities are loaded with people of all ages who desire relaxation and exercise. In this country also, many are acquiring the same feeling towards this sport. Winter resorts are becoming more popular every year and there one may see men

and women in their fifties learning the art. Skiing really is no more restricted to the young and the nervy than is swimming.

Besides jumping, skis may be put to many other uses. Ski-joring, that is, being pulled by a horse, is an excellent sport. Long or short trips, camping and mountain climbing are other purely pleasurable uses of the ski. In competition there are, of course, races of various distances. In this might be included "slalom" racing, which is a test of skill in making sharp turns down a steep grade.

Considering the variety of things one can do with skis, is it not worth while to teach our boys and girls? When the elementary difficulties of learning the art are overcome the love for the sport will never leave and a new field of winter recreation is at the individual's disposal. It would be a fine thing if more educational institutions would follow the examples set by a few universities and secondary schools and offer physical education credit for skiing.

As a varsity sport ski-jumping and racing deserve to have their place among the established athletics. One cannot win without considerable training, courage and sportsmanship. Several colleges offer the varsity letter to members of the ski team who place in intercollegiate competition.

The National Ski Association of America encourages skiing among college men and high school boys. At the 1928 national tournament, nine boys took part in class "D" for those under fifteen years. They used the same jump on which leaps of over 150 feet were made. Twenty-four took part in class "C," representing ages between fifteen and eighteen years. Ten men competed in the Collegiate Championship of the National meet. The easternmost entry in this class came from New Hampshire, while the state of Colorado was the most western state represented.

In numbers the collegiate championship was hardly representative of our colleges. The tournament was held on a date when it was difficult for the men to leave school because of studies. Expense of traveling was another factor accounting for the small collegiate attendance. Until the sport

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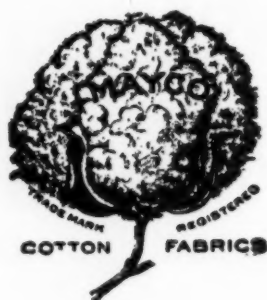
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becomes more firmly established it can hardly be hoped to have the expenses defrayed as is the case in other sports at collegiate championship events.

Realizing that the collegiate ski sport should be handled by the colleges themselves rather than by an outside organization, several eastern and Canadian universities in 1924 associated themselves into the Intercollegiate Winter Sports Union. The organization is composed entirely of colleges located in the East. Efforts to enlist western universities have been unsuccessful. The I. W. S. U. is now a strong and well established organization. Each year dual and sectional meets are held, leading up to the I. W. S. U. championship at the end of the winter. To win the jumping championship of this meet is considered a very great honor. Competition is very keen and excellent jumping is displayed. The president of the Union is Charles N. Proctor of Dartmouth College, president of the Dartmouth Outing Club and a member of the American Olympic ski team at the last Olympics.

Events conducted at the I. W. S. U. meets are ski-jumping, seven-mile cross country ski race, ski proficiency tests, downhill ski race, figure skating, snow shoe racing and a quarter and two-mile speed skating event. The meet may best be compared to a track meet. Competition is by teams and points scored in the first three places are totaled.

West of New England, intercollegiate competition was first instituted in 1923 by the University of Wisconsin, where a five-man team competed against the University of Minnesota in ski-jumping.

The Lake Placid Club, situated in the heart of the Adirondack mountains, has done a great deal to foster winter sports in colleges. Every Christmas, beginning in 1920-21, the Lake Placid Club has invited different American and Canadian colleges to enter teams in winter sports competitions, with the result that skiing has received a big boost in many institutions where previously little attention had been paid to it. Since the club first inaugurated this yearly competition, twenty-one different colleges have taken part.

In New England and the adjoining eastern states the active ski clubs are united into the United States Eastern Amateur Ski Association, which is the eastern division of the National Ski Association. The eastern clubs wanting to develop skiers, have done much for the high schools by conducting scholastic competitions on the order of the I. W. S. U. meets. Besides numerous local tournaments the Asso-

ciation sanctioned four state and interstate scholastic meets conducted for high school teams by member clubs in 1928.

While the National Ski Association and its four divisions are glad to promote collegiate and scholastic skiing this should in reality be in the hands of the athletic departments of the colleges and of the schools. It is hoped that the growth of the sport will make this possible.

Basketball Rules for 1928-1929

(Continued from page 12)

the Basketball Rules for 1928-1929, the writer cannot refrain from remarking that this code has been prepared by men who love this game of basketball and who seek its best development. The rules represent not only their best judgment, but the composite thought of thousands of those actively connected with the game who have given freely their ideas to the Joint Committee through conference and correspondence. But at best the rules of a game cannot hope to provide for every situation that may arise, nor can they hope to be puncture-proof against the attacks of those who search them for loopholes by means of which unfair advantage may be taken. The participants in any game must agree to abide by certain regulations in order that the contest may proceed upon a basis understood by all and fair to all. The Joint Committee hopes that the basketball rules will be accepted as written, used in a spirit of finest sportsmanship, and made the basis for the greatest season basketball has known.

Types of Football Offense and Defense Used by Western University Teams in the 1928 Season

(Continued from page 10)

about parallel to the line of scrimmage. Pass is made as indicated.

Diagram 29 shows a spread formation with a forward pass to any point. This particular play shows a pass to the Number 3 back who has crossed the line of scrimmage about three yards and then breaks quickly to his right.

This Chicago defense has been a seven-man line with a diamond defense of backs but with the center coming out at times to re-enforce the line and to defend on passes.

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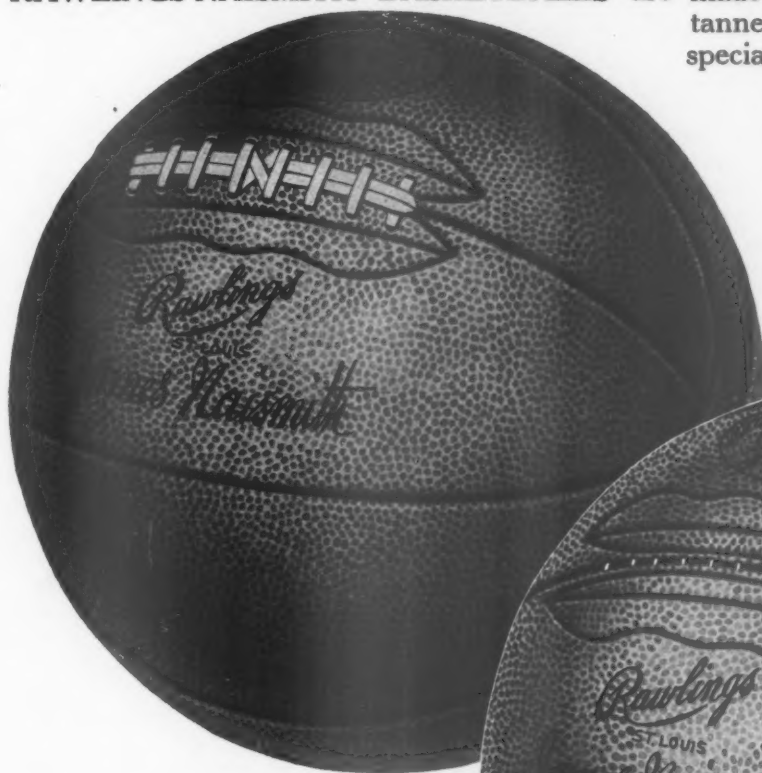
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Athletic Budgets in Universities Colleges, Private Schools, and Public High Schools

By Lloyd Holsinger, M. A.

Director of Athletics, Shattuck School, Faribault, Minn.

and

James M. L. Cooley, M. A.

Shattuck School, Faribault, Minn.

(Continued from November)

Below are given standard budgets for schools of this group which are adapted from the exhibit in this section. They may serve as a guide in applying the budget to local needs.

STANDARD BUDGET FOR SCHOOLS WITH ENROLLMENT OF 300 TO 600 (4 SPORTS)

Item	Foot- ball	Basket- ball	Base- ball	Track
1 to 13 (inc.).....	\$521	\$321	\$112	\$86
15. Trips	266	170	77	88
16. Awards	27	26	4	36
17. Printing	32	28	—	—
18. Maintenance	46	—	—	—
19. Scouting	9	—	—	—
20. Rentals	—	121	—	—
21. Doctor bills.....	83	23	—	—
Budget	\$984	\$689	\$193	\$210
Total	\$2,076			

Percent to each sport .. 48% .. 33% .. 9% .. 10%
If cost of trips is omitted, the figures in the last two horizontal rows will be:

Item	Foot- ball	Basket- ball	Base- ball	Track
Budget	\$718	\$519	\$116	\$122
Total	\$1,359			
Percent to each sport ..	49%	35%	8%	8%

STANDARD BUDGET FOR SCHOOLS WITH ENROLLMENT OF 300 TO 600 (3 SPORTS)

Item	Foot- ball	Basket- ball	Track
1 to 13 (inc.).....	\$521	\$321	\$86
15. Trips	266	170	88
16. Awards	27	26	36
17. Printing	32	28	—
18. Maintenance	46	—	—
19. Scouting	9	—	—
20. Rentals	—	121	—
21. Doctor bills.....	83	23	—
Budget	\$984	\$689	\$210
Total	\$1,883		
Percent to each sport ..	52%	37%	11%

Omitting trips, the last two horizontal rows will be:

Item	Foot- ball	Basket- ball	Track
Budget	\$718	\$519	\$122
Total	\$1,359		
Percent to each sport ..	53%	38%	9%

High School Athletic Budgets.

D. High Schools with Enrollment Less than 300.

1. The Sports.

The average number of sports per high school in this group is three; while some have four and some have only two, the large majority maintain three sports. No single sport except basketball is maintained by all, but in cases where there is no football, soccer usually takes its place. Some have tennis and a very few have hockey, but no figures were available for these two sports. Fifty per cent of these schools have baseball and twenty-five have track. Where soccer

The authors, in presenting this article on athletic budgets, hope to help solve some of the problems confronting school boards, administrators, athletic directors and coaches, in the matter of handling and financing athletics.

The article is organized in sections so that a coach or administrator of any one of the groups into which the schools have been divided will have readily at hand the information he needs without having to read it all and sort out his own material. The figures in each of the exhibits are average for the group for which it appears.

We wish to express our thanks to all who so painstakingly filled out the questionnaire which made this article possible. It could not have been done without their help. Our thanks are due also to the author and publisher of "Organized Business Knowledge" by Joseph French Johnson, published by B. C. Forbes, for permission to use any portion of this book.

replaces football, the average budget is \$240.

Tennis is maintained only as an intramural sport with a nominal expense for nets and upkeep of courts.

Thirty per cent of these schools have girls' basketball teams but sufficient data is not available to make a report.

2. The Coaching Staff.

In twenty-five per cent of these schools there is one full-time coach who takes care of all sports. The average salary is \$2,325.

In seventy-five per cent of the schools the coaching is all done by teachers and they receive an average of \$436 for their coaching.

In all cases the school board appro-

priates funds for the salaries.

3. Playing Fields, Courts, Rinks, Etc.

Nearly all the schools in this class own their own gymnasiums and fifty-five per cent own their own fields. Where they are not owned, municipal courts and fields are used. There is very little expense for rental. As a rule, the school board meets the expenses for the upkeep of school-owned grounds.

4. Enrollment in School and Athletics.

The average enrollment in schools in this group is 162, of which 78 are boys. Forty-nine per cent of the boys are in athletics and thirty-one per cent of the girls. These figures are given so that any individual school which is much larger or smaller than the average may slightly vary its budget accordingly. There are twelve teachers, or one to every 14 students.

The smallest high school reporting was Bloomfield High School, Connecticut.

5. Raising and Handling the Athletic Money.

In addition to coaching salaries and the upkeep of grounds for which all school boards appropriate funds, twenty-five per cent of the school boards in this group appropriate also an average of \$238 per year. Other sources of revenue are:

(1) Athletic association tax.

(2) Money from school plays and dances, and Rotary club donations.

(3) Gate receipts.

Sixty-nine per cent of these schools have a blanket tax for athletics which averages 64 cents per capita and to which all contribute.

Money from school plays, dances, etc., nets an average of \$300 per year.

The gate receipts are by far the largest source of revenue, and it is on them that the coach must depend for the bulk of his funds. In the schools of this group basketball is self-supporting and football pays a little

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more than half its way. Fifty per cent of these schools have a surplus at the end of the year and this is either put into permanent equipment or held over until the following year.

The money should be handled by some one person, preferably a faculty member of the athletic committee. He should have receipts or vouchers for all expenditures. His accounts should be audited by the principal or a firm of certified accountants. Only in this way can a budget be accurately managed. Every principal should require the audit. It may cause him some bother but it may save a good deal of trouble.

EXHIBIT VIII—HIGH SCHOOLS UNDER \$300

	Foot- ball	Basket- ball	Base- ball	Track
1. Balls	\$ 44	35	24	—
2. Jerseys	54	33	—	—
3. Pants	70	28	—	—
4. Suits	—	—	42	24
5. Shoulder Pads	51	—	—	—
6. Socks	24	12	—	—
7. Shoes	28	28	—	—
8. Helmets	26	—	—	—
9. Supplies	—	—	—	17
10. Bats	—	—	16	—
11. Medical Supplies	7	10	6	—
12. Officials (total)	79	62	42	—
13. Officials (per game*)	16	11	11	—
14. Cost of Trips	94	72	50	75
15. Awards	15	21	9	6
16. Printing	17	21	—	—
17. Care of Grounds	38	—	—	—
18. Rentals	—	65	—	—
19. Doctor Bills	41	13	—	—
Total	\$588	400	189	122
Total budget for all sports	\$305	486	80	\$1,299
20. Gate Receipts	17	8	13	14
21. Number on Team	4	7	4	2
22. Number Trips	274	\$10	91	110
23. Total Mileage	1	1	1	1
24. School Days Lost	30	31	25	18
25. Number in Sport	\$20	13	8	7
26. Cost Per Man	45%	30%	15%	10%

*Not included in total.

6. Discussion of the Budget.

In the figures given in the exhibit the following items are not included: (1) coaching salaries; (2) cost of maintenance of grounds; and (3) guarantees to visiting teams. The first two of the e are taken care of by the school board. The guarantees to visiting teams are usually offset by guarantees received. Since guarantees received have not been deducted from the cost of trips, this item is not included in the budget.

COMPARATIVE TABLE OF VARIOUS ITEMS DISCUSSED IN FOREGOING PAGES

	University	College	Junior, Teacher College	Private School	H. S. Over 1,200	H. S. 600- 1,200	H. S. 300- 600	H. S. under 300
Average number sports	8	6	4	9	7	5	4	3
Total enrollment	6,106	533	490	350	1,809	854	446	162
Number of men	3,756	354	89	350	814	396	201	78
Percent men in athletics	48%	70%	75%	97%	42%	34%	29%	49%
Students per teacher	18	11	11	10	23	20	18	14
Total gate	\$184,296	\$14,373	\$608	—	\$5,883	\$3,816	\$1,608	\$881
Aver. No. trips per sport	4	4	4	3	4	4	4	4
Aver. mileage per sport	2,200	703	379	329	244	267	365	196
Aver. No. days lost per sport	4	3	2	2	2	2	2	1
Total budget	\$79,646	\$10,678	\$2,942	\$7,076	\$5,234	\$4,654	\$2,588	\$1,209

TABLE OF COMPARATIVE COSTS FOR FOOTBALL								
Balls	\$ 841	\$ 183	\$ 63	\$ 91	\$ 120	\$ 104	\$ 43	\$ 44
Equipment	4,974	1,092	323	597	808	655	338	253
Medical supplies	475	79	32	35	61	68	16	7
Officials	1,652	395	250	201	297	193	124	79
Cost of trips	5,103	1,684	460	714	417	505	266	94
Awards	854	102	84	153	25	25	27	15
Printing	3,252	154	57	40	80	69	32	17
Scouting	1,009	89	43	50	50	40	9	—
Doctor bills	2,125	158	57	50	267	101	83	41
Game expense	9,435	—	—	—	—	—	—	—
Care of grounds	1,586	974	42	—	—	168	46	38
Total	\$31,806	\$4,910	\$1,441	\$1,931	\$2,125	\$1,918	\$984	\$588

No liability or rain insurance is carried by these schools.

Items 1 to 13 should be approximately the same for all schools of this group. However, in figuring his budget, a coach should not include items which the boys pay themselves. In seventy-five per cent of these schools, for example, the boys buy their own football and basketball shoes. This item, therefore, should not appear in the coach's budget and his total budget will be decreased accordingly.

Items 14 and 23 will vary according to the distance a school must travel for outside competition. In densely populated sections where travel costs are practically nil, the item should be much smaller and maybe disappear altogether, especially if school buses or private conveyances are used. On the other hand, schools which have to travel long distances will have to increase these figures. The number of trips, amount and cost of travel will then be determined by two factors: nearness of outside competition and maximum amount of money available.

Item 15. Sixty-two per cent of these schools give letters only; nineteen per cent give letters and sweaters; nineteen per cent give neither. These figures will have to be increased somewhat in cases where sweaters are given in addition to the letters.

Item 17. Cost of maintenance of grounds is usually met by the school board. The figure appearing here is for minor attention which a football field needs during the season.

There is no scouting in schools of this group.

Item 18. Rental of basketball floors is a very common occurrence and is usually paid for from the athletic funds rather than by the school board.

Item 19. These figures for doctors' bills are purely nominal. In the majority of cases the local doctor donates his services.

7. How to Apply the Budget.

The typical or standard budget as given in this discussion is intended to be a norm or guide to a coach in determining the athletic budget for his individual school. It must be adapted to local conditions. Expenditures which a school does not have should be cancelled from this budget in forming a budget for that school. If the members of a team supply their own shoes, for example, the amount of this item should be deducted from the budget given in the exhibit. Similarly, a school whose traveling costs are nil will omit that item.

Below are given standard budgets for schools of this group which are adapted from the exhibit in this section. They may serve as a guide in applying the budget to local needs.

STANDARD BUDGET FOR HIGH SCHOOLS WITH ENROLLMENT OF LESS THAN 300 (3 SPORTS)

Item	Foot-ball	Basket-ball	Track
1 to 12 (inc.)	\$383	\$208	\$41
14. Trips	94	72	75
15. Awards	15	21	6
16. Printing	17	21	..
17. Maintenance	38
18. Rental	..	65	..
19. Doctors	41	13	..
Budget	\$588	\$400	\$122
Total			\$1,110
Percent of budget, each sport	53%	37%	10%
If cost of trips is omitted, the figures in the last two horizontal rows will be:			
Item	Foot-ball	Basket-ball	Track
Budget	\$494	\$328	\$47
Total			\$869
Percent to each sport	56%	39%	5%

Conclusion

A careful study of the foregoing pages has led to some interesting conclusions which it seemed to be in place to mention here.

First of all, the financial problems of the different groups are distinctly different. We mention only the outstanding ones. The universities are not troubled with making money; theirs is a question of what to do with it when they get it. The enormous receipts which university football is making are being used to support other athletics, build expensive stadiums, field houses and golf courses, and still there is a surplus. What will the universities do with this money when their expensive buildings are paid for? The wise distribution of money rather than the making of it is a very vital question which the universities will soon be called upon to solve. In some it has already become a problem.

With the colleges it is somewhat different. The college, located usually in a small town or not far from a big university which draws the crowds, does not have the gate receipts necessary to equip a proportionately larger percentage of men. They meet this situation by levying a blanket tax which is added to the college bill and collected by the treasurer to insure payment. But even this is not enough

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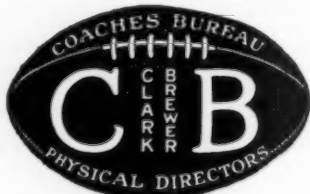
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to meet the demands. How to increase the revenue in order to equip more men for athletics is the problem of the college.

The private school which does not charge admission fees to games must get all its financial support for athletics by appropriations from the school out of the tuition fees. Furthermore, with 97 per cent of their enrollment in athletics, they must equip a much larger proportion of athletes. Frequently a school cannot allow the athletic fund a sufficiently large budget to meet the circumstances.

Another problem of the private school which reflects on the budget is the distance the teams must travel to meet suitable competition. This increases tremendously the cost of travel and raises the serious problem of how many trips may be allowed.

The high school with a surplus should use it to develop other sports in order to give athletic opportunities to a larger number of boys. This is the ultimate purpose of high school athletics. In the case of high schools whose athletics just barely make ends meet and have to scrape along to do so, the school boards should make an appropriation for the physical education of a greater number of girls and boys. It is a strange fact that the school boards, although realizing the value of athletics, contribute nothing to support it except the salary of a coach or two. As it is, in the very small high schools a coach has to be not only a coach but a clever business man to keep away from a deficit.

In California high schools, athletics are coming to the fore because they do provide for the athletic education of greater numbers. Some schools in this state have two or three varsity teams in one sport, graded by size and weight, all competing at once. They sometimes carry as high as 110 boys on a trip and play three games.

In some small high schools a blanket tax of a small amount per week is being inaugurated.

In the high schools and junior colleges, the average salary for full-time coaches is \$2,403, and in the colleges, \$3,030. In the university, coaching salaries are uniformly higher. The average for the head coach in football, for example, is \$7,369. It is interesting to note that in the high schools and junior colleges the individual average salary does not vary much from the average of \$2,403; the highest is \$2,500 in high schools of over 1,200 and the lowest is \$2,325 in the high schools of under 300.

Reference to the first table at the close of this chapter will show a number of interesting comparisons.

The private schools maintain the

greatest average number of sports of any group, namely nine. This is due to the fact that 97 per cent of the boys in private schools are in athletics, the nearest competitors in this respect being the colleges with 70 per cent to 75 per cent. In the universities the percentage is 48, while the average for all the high schools is 38 per cent.

The average college enrollment is practically the same as for the private school but only six sports instead of nine are maintained. Compare again the number in athletics: 70 per cent to 97 per cent.

The number of trips per sport is uniformly four and the number of days lost from classes, with the exception of the universities is two per sport.

The total gate receipts from all sports vary considerably from \$185,000 for the university group to practically nothing for the private school.

Requisites of a Good Basketball Player

(Continued from page 17)

anticipating an opponent's moves. A guard must be alert to outguess the player in possession of the ball, making him show what he is going to do.

Concentration

A player who has the ability to concentrate on his game, both in practice and in actual competition, will greatly improve his playing skill.

He must learn to disregard remarks made from the sidelines and those coming from his opponents. If a player pays attention to these remarks it will greatly detract from his game. If others talk, they will soon cease if they find it does not bother him.

Concentration requires self-control, and this is absolutely necessary to a great basketball player. He must remain calm and never worry when things go badly in a game. It is skill, stamina, determination plus concentration which bring success to a player and his team. At no time is concentration so necessary as when a man is shooting baskets. The best way for a player to keep his eyes on the basket is to take his mind off everything else. Sometimes an opponent raises a hand, causing the man shooting to take his eye from the basket; the result is very evident. All such things should be disregarded.

While working on the offense a man must always concentrate, studying the manner and style of his opponent. He may think in this manner: Perhaps I should bring him over a little and reverse—suppose I try a change of pace—feint him, pull him off balance, and break.

That is how the mind of a smart

player should react. He should plan his moves and study his attack, yet remain undisturbed by any annoying occurrences.

Confidence

The player who has confidence in his ability is usually dependable and courageous, and never gets panicky. He is one who can never be classed as conceited, but he is self-reliant and, when put to the real test, produces.

Great shots are those who have confidence in their shooting. Some players go into a shooting slump when someone tells them they are off form. If a player is conscious of being off form he may grow steadily worse.

The proper thing for a player to do is to take stock of himself, asking himself these questions: Am I shooting high enough? Do I hurry my shots? Am I gauging the distance properly? Am I holding the ball too tightly? Am I off balance?

He will come out of his shooting slump quickly when he finds there really is not much materially wrong. A coach should never tell a player he is shooting poorly, for if he does he may become much worse.

A player should never regard himself inferior to any other man. Once he thinks that, his game is bound to suffer. He will forget when he is to shoot and look for someone, to whom to make a pass, when in reality he is himself in better position to take a shot. When he is called upon to play against a great guard he should consider himself his equal and play his game—that is when competition becomes interesting. He will soon conquer this little fear and be thinking a great deal, which will help himself and his team.

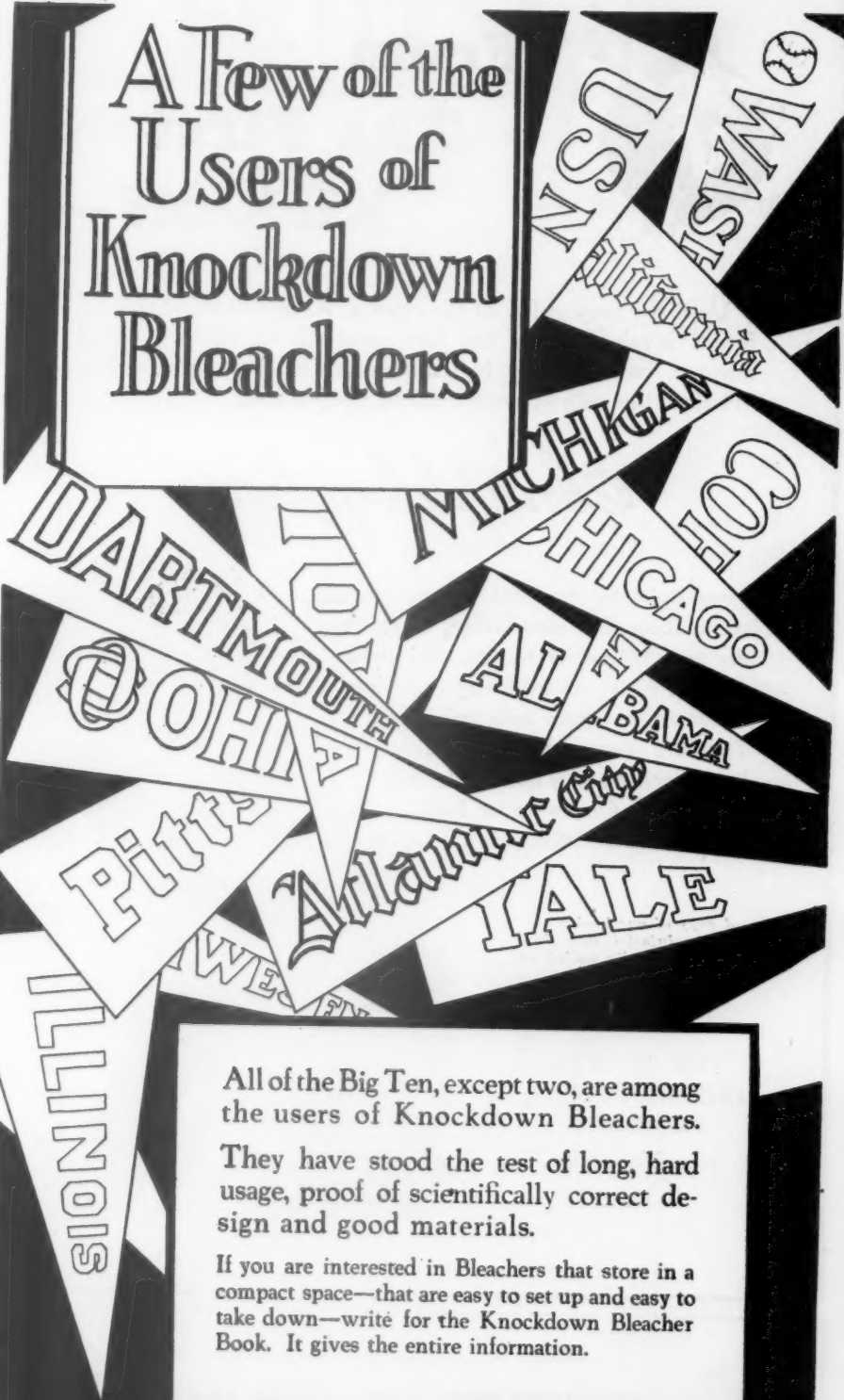
The So-called Stall

(Continued from page 28)

that leave more decisions to the judgment of the officials are bound to work a hardship on them and upon all others concerned.

Let us all—coaches, players, fans—look our problem squarely in the face. The game is the most popular that it ever has been, as is proved by the crowds that pack our new and larger gymnasiums, coliseums and field houses. The public likes the game as it is. If we will leave the rules alone, the coaches will use the styles of play to which their material is best adapted—the styles of offense and defense that will produce for them the best records; the teams will become more versatile; and the great game of basketball will rightly continue to grow both in science and in popularity.

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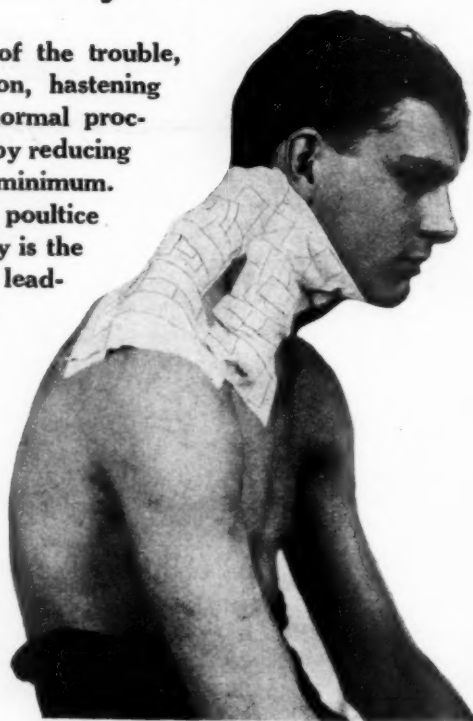
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The Place and Value of Ultraviolet Rays and Infra-Red Rays in the Normal Human Economy

By Henry F. Kallenberg, M.D., D.P.E.

WE will omit a long list of facts, ascertained by biologists and physicists, based upon a vast amount of laboratory experimentation and much clinical experience during many years, and proceed at once to our subject.

No attempt has been made to indicate the place that the ultraviolet rays have already taken in the field of medicine except to state that a physician known the world over said, "The ultraviolet ray is the greatest medical discovery of the times."

The Process of Evolution

As a result of the processes of evolution the cells of the different tissues such as bone, muscle, glands and nerves have acquired the ability to select from the same common blood stream the elements necessary for their existence. In like fashion the red blood corpuscles developed the property to take from the air in the lung passages the proper amount of oxygen.

There was sunlight before there was life. It takes no great stretch of the imagination to appreciate the fact that the organism, from which finally developed the human being through the long and intricate processes of evolution, must have been exposed to the sun's rays for millions of years. The outer covering of this developing organism gradually acquired the property to extract from the sun's rays a form of energy which was utilized to promote the interests of the ever increasing complexity of tissue organization and function.

Just as nerve endings were developed in the skin by which the organism is kept fully informed regarding its environment, there was also provided in the skin a substance (ergosterol), which when acted upon by the sun's rays, undergoes chemical changes and produces a substance (vitamin D) which is absorbed by the blood stream just as are the secretions from the ductless glands (endocrines).

Chemical Changes

The fundamental changes in the human organism are chemical in character. According to Rollier, Pacini, Gaskell and other investigators, the particular substance developed in the skin through the action of the sun's rays is taken up by the blood and carried to all parts of the body. This

substance in turn stimulates directly or through the sympathetic nervous system the endocrines and all other tissue, with the result that the proper hemoglobin index and the germicidal power of the white blood corpuscles are maintained. Furthermore, the calcium, phosphorus and iron metabolism is promoted. It is evidently nature's plan that the sun's rays should be used in this fashion.

The human organism therefore receives food and energy from three sources, namely: from the air in the lung passages, from the food digested and absorbed, and from the sun's rays as indicated.

Ultraviolet Rays

The particular rays of the sun, known as ultraviolet, are responsible for the germicidal power of the sun, the tanning of the skin with the disappearance of skin blemishes (pimples), the beneficial results of trips to the seashore, to Florida, to California and to camps, and for the recovery in cases of tuberculosis and rickets that have been exposed to the sun. These rays are just outside the violet band of the visible spectrum.

Ultraviolet rays although invisible, are produced artificially by what is known as the mercury-quartz burner. Science has succeeded in placing this health producing energy of the sun at the disposal of man during the winter as well as during the summer months, during cloudy, foggy, smoky and rainy days as well as during clear and sun-shiny days.

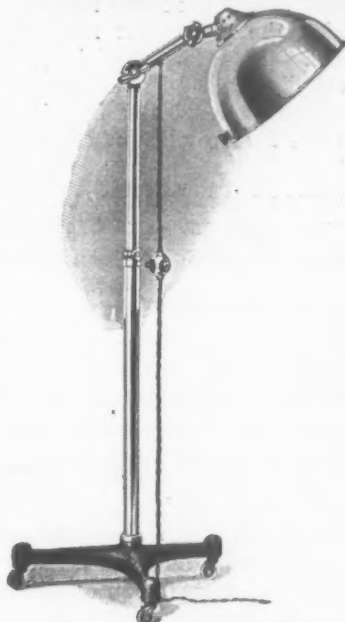
It seems to be the function of the ultraviolet rays to help maintain the normal physiological processes and to strengthen the natural defenses of the body again the attacks of disease.

Recently very interesting and apparently successful experiments have been conducted in conditioning athletes with the mercury-quartz lamp. This promises to be a most fruitful field for experimentation, with the result that in all probability ultraviolet radiation will occupy an important and permanent place in the procedure for training athletes. We have learned from good authority that Commander Byrd is to take an ultraviolet ray machine on his trip to the South Pole.

Some work from the University of Wisconsin which recently appeared in the *Scientific Journal*, furnishes a tremendously vivid conception of the infinite power of light. These workers proved that a beam of ultraviolet ray with many times less the energy than that given off by a lighted match can fall upon cholesterol (a fat-like substance, resembling ergosterol) and in twenty-two and one-half seconds, can

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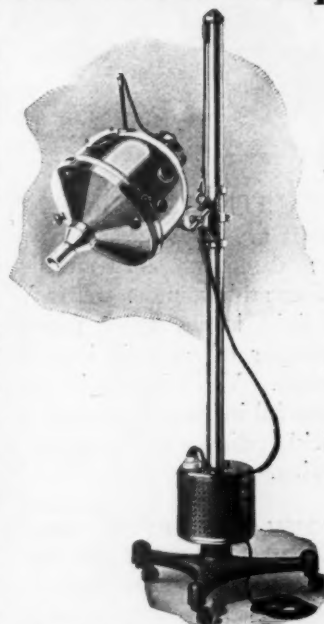
Ultra Violet rays are valuable in raising bodily endurance, improving circulation, and increasing bodily metabolism. Being bactericidal, the rays destroy germs and thus lessen the probability of infection in wounds and contusions.

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produce such a powerful drug that one twenty-billionth of a gram of the drug can prevent rickets in experimental animals. "Such an infinitely small amount of substance completely defies chemical identification and out-rids the intensity of action of the most powerful drugs; and this is probably only one of the many mechanisms in which the ultraviolet radiation is involved. Ultraviolet may be producing equally colossal changes which still escape chemical identification, but which the future will undoubtedly reveal."

Strange as it may seem, ultraviolet rays will not pass through glass, smoke, clouds, fog, or through clothing.

Infra-Red Rays

Just outside the other band of the spectrum, namely, red, are additional invisible rays known as infra-red. The action of these rays is quite different from the ultraviolet in that they produce heat and do not tan the skin. The infra-red rays are also produced artificially and bid fair to displace all other methods of applying heat to the skin, such as hot fomentations, diathermy, etc.

The infra-red lamp gives splendid results in cases of muscle soreness, bruises, strains, sprains, etc., by dispelling congestion and facilitating circulation. It is very efficient in relieving the patient of pain. The infra-red rays hasten the natural processes of repair in the injured and congested tissue. These rays do not stop at the skin boundary but penetrate and are transformed into heat in the deeper tissues.

It is practically impossible to burn a patient with this lamp if it is held at a comfortable distance from the skin. It is very efficient at this distance. This lamp gives practically no light, the patented element merely turning to a cherry red. If there is no glass between the element and the skin, the patient secures the maximum of both red and infra-red rays because glass filters out much of the infra-red rays.

Investigators are confident that further research in the invisible field beyond the red band (longer wave lengths) of the spectrum, will reveal as startling discoveries as have been uncovered in the invisible sun's ray beyond the violet band (shorter wave lengths) of the spectrum.

While the technique of operating an ultraviolet or an infra-red ray lamp is not difficult, nevertheless, in order to secure best results with the minimum of unpleasant experiences, this equipment should be under the direction of a trained, intelligent operator.

Recognizing Academic-Athletic Merit

By B. E. Wiggins

Supervisor Physical Education, Columbus, Ohio

From the high church dignity to the small lad in the lower grades, inherited instincts manifest themselves in athletic contests. While it is common knowledge that athletic competition—in the sense of a small highly trained group of individuals—has been and is frequently overemphasized, there are strong evidences throughout the country that a sane and wholesome balance of the mental and physical power of the individual should be constantly striven for through both the systematic efforts of educational institutions, and during the leisure time of those in and out of school. One strong evidence of the movement to afford equal opportunity is to be found in mass athletics, probably better known under the head of "Intramural Competition," whose slogan is "An activity for everyone, and everyone active."

Since certain forms of physical competition such as football arouse the primal instincts more than others, and since football is a greater "drawing card" than any other sport on the calendar, there is a strong tendency to glorify it unduly, and to offer such costly trophies in recognition of success that many people are convinced that a boy possessing good scholastic records, or other school accomplishments, is too often totally eclipsed by the hero of the athletic field. While it is obvious that we can not perfectly adapt modern athletic procedure to that of the ancient Greeks in the Olympic games, there should be and is a strong tendency to distribute more justly the awards in all activities.

It has been stated with some truth that athletic participation may be the salvation of many mentally sluggish or backward pupils, who otherwise would fall by the wayside and enter life's struggle very weakly equipped. This is another reason for some form of recognition of mental and physical attainment other than a diploma for the former, and a gold medal for the latter, awarded separately. The many excellent eligibility rule codes now in effect by the state high school athletic associations throughout the nation conduce to a closer relationship and therefore better balance between the academic and athletic sides of school life. But there remains much fertile ground for cultivation if we desire fewer misfits, and more sound and symmetrical young citizens.

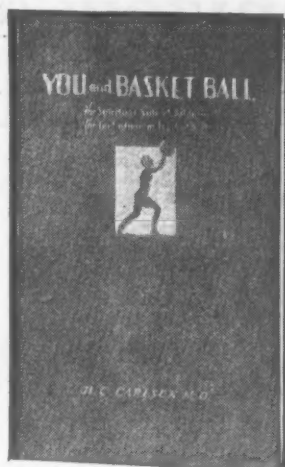
The following plan may be amplified, or changed in accordance with

the conditions peculiar to various schools and communities. Its defect probably lies in the limitation of one senior year pupil to be chosen from each school. Junior high school systems operating a definite physical education program could adopt this plan, either in a modified form or otherwise.

Organization and Requirements

- (1) A Board or Committee in each High School, same to be appointed by the Principal; this board to be composed of five members, the Principal included.
- (2) The requirements upon which such an award shall be based and acted upon are:
 - a. An average scholastic term grade of "G" or better, throughout the student's course of three years;
 - b. Participation—letters awarded—in two (2) or more major or minor interscholastic sports each year. Pupils shall have been awarded five letters over a period of three years. (Note: While major sport letters take precedence over those awarded for minor sports, the latter shall be considered on an approximate basis of two minors equalling one major sport.)
 - c. Leadership, sportsmanship, and influence in the specified activities, and otherwise;
 - d. Individual brilliancy in no single sport or scholastic subject, only, shall be a determining factor in such an award.
- (3) The present roster of interscholastic sports to be considered are: Football, baseball, basketball, track and field, swimming, gymnastics and wrestling, and cross-country running, and, any additional sports which may be officially accepted for interscholastic competition in the future.
- (4) Since some flexibility in the foregoing might be necessary to meet a difficult situation—two or more students apparently equal for such recognition, it is suggested that a student's energy and self-sacrifice in the form of working or supporting himself through a part or the whole of his school course shall be considered.

The foregoing plan became effective in Columbus Senior High Schools in June, 1928. The Agonis Club presented each high school with a plaque on which is engraved the name of the pupil chosen for recognition each year. This plaque is the permanent property of each school.



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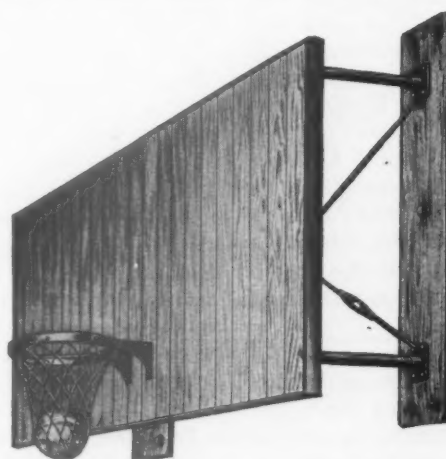
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History of Organized Amateur Athletics in the United States Antedating Formation of the A. A. U., and Early History of the A. A. U.

THE first organization to undertake regulation of amateur athletics in the United States was The National Association of Amateur Athletes of America (N. A. A. A.), founded in 1879. Prior to that the New York Athletic Club for three years managed successfully the Amateur Championship meeting. The work became burdensome to those in charge, as would-be contestants and others interested interfered with the business of the officers of the club to an alarming extent. For this reason the club was willing to deliver the conduct of the championship games to a properly organized association of athletic clubs. While the club was deliberating upon the best method calling for a meeting of such clubs to discuss the formation of an association, the matter was taken in hand by several gentlemen who had been prominent in athletic circles, but who had not been identified with the management of the strongest athletic clubs. Prominent among these were Messrs. Goodwin and White, the former having been stroke on the four-oared crew of Columbia College, New York, and had successfully conducted games in Madison Square Garden, New York, for the benefit of his college boat club, and the latter was one of the best amateur walkers of his day.

These men favored an association formed of clubs whose standing, financial and social, was of the highest character, but several of which were not, actually speaking, athletic clubs. A meeting was held at the Gilsey House, New York City, at which Messrs. Goodwin, White and several others met representatives of the prominent athletic clubs. These latter contended that in forming an association the clubs owning or leasing running paths, or enclosed grounds, should form such association, and that boat, lacrosse and cricket clubs should not be entitled to a voice in such organization.

A motion to this effect was carried and the association was formed under the above mentioned name (N. A. A. A.). The vote was very close, on the motion to exclude those not having grounds. George W. Carr, of the Manhattan Athletic Club, was made president; O. T. Johnson, of the Staten Island Athletic Club, vice-president; C. H. Truax, of the New York Athletic Club (later judge of the Supreme Court of the State of New York), as secretary, and Otis G. Webb, of the Plainfield Athletic Club was made treasurer.

Soon after the permanent organization had been effected, the qualification for membership was changed, so that any athletic club giving a meeting with not less than five events open to all amateurs, became eligible for admission. It was decided that any club failing to give at least once a year such a meeting should forfeit its membership in the association.

The first championship meeting under the management of the association was held on the 27th of September, 1879, on the New York Athletic Club grounds, Mott Haven, New York City.

At its annual meeting on September 27, 1879, a resolution was passed that no person be allowed to compete at championship meetings who had not been connected for three months with a club whose standing was approved by the Executive Committee of the association.

In 1880 the membership of the association included the following clubs:

American Athletic Club of New York, Clinton Athletic Club of Brooklyn, Elizabeth Athletic Club, Empire City Athletic Club of New York, Harlem Athletic Club, Jersey City Athletic Club, Manhattan Athletic Club of New York, New York Athletic Club, Olympic Athletic Club of San Francisco, Plainfield Athletic Club, Scottish American Athletic Club of New York, Short Hills Athletic

Club, Staten Island Athletic Club, Union Athletic Club of Boston.

On March 21, 1885, an amended definition of an amateur, which had been prepared by a special committee appointed some time before, was submitted and, after slight alteration, adopted.

On April 30, 1885, an arrangement was made with the League of American Wheelmen by which the bicycle rules of both associations became identical.

On March 4, 1882, it was decided to give the annual championship games on June 10, 1882, at the Polo Grounds to give college athletes an opportunity to compete. At this time the Inter-Collegiate Association is listed as an association member.

The N. A. A. A. prepared elaborate rules for officiating at a meet providing for officers, clerk of the course, starter, judge of walking, scorer, time-keeper, judges at the finish, measurers, referee, competitors procedure, protests, walking, hurdles, jumping, running high jump and pole leaping, standing high jump, running broad jump, standing broad jump, putting the shot, throwing the hammer, throwing fifty-six pound weight, tug of war, bicycling, and provision is made that "this association shall from time to time give its approval to all records made in standard games, and when so desired shall in its discretion inquire into and give its approval to all other athletic distances and games."

Elaborate amateur rules are provided.

At this time, late in 1887, the embryonic A. A. U. comes on the scene. To quote from "A History of American Amateur Athletics and Aquatics" (F. W. Janssen, 1888): "The abuses which had crept into amateur athletics, and which were slowly but surely undermining all genuine amateur sport, induced several of the leading athletic clubs in the United States, in the fall of 1887, to take

steps toward forming an amateur union, which should be national in character, and whose definition of an amateur should be so strictly drawn, as to avoid any possible misconception or evasion."

This seems to indicate that all was not well with the work performed by the N. A. A. A. A. Additional indications of dissatisfaction with the conduct of the association are that its membership changed materially. Thus of the membership of 1880, listed above, in 1887, ten of these are not listed, and other clubs had taken the places of those missing. The number of clubs had been reduced from fourteen to twelve. More significant indications of trouble in the N. A. A. A. A. are the facts that of the original membership listed for 1880 four clubs appeared at the preliminary meeting for the organization of the A. A. U., and of the membership of 1887 of the N. A. A. A. A. four clubs were charter members of the A. A. U. This is a significant number when it is remembered that the membership comprised only twelve clubs.

The membership of the N. A. A. A. A. in 1887 comprised the following clubs:

American Athletic Club of New York, Brooklyn Athletic Association, Inter-Collegiate Athletic Association, Manhattan Athletic Club of New York, Missouri Amateur Athletic Club of St. Louis, Nassau Athletic Club of Brooklyn, Olympic Athletic Club of New York, Paterson Athletic Club, Pastime Athletic Club of New York, Star Athletic Club of Long Island City, Staten Island Athletic Club, West Side Athletic Club of New York.

It is interesting to note that practically the entire membership is from New York, and all the championship meetings were held in the vicinity of New York.

At the preliminary meeting held in New York, October 1, 1887 (for organization of the A. A. U.) there were represented the following clubs: The Athletic Club of the Schuylkill Navy, of Philadelphia; the Scottish American Athletic Club of Jersey City, N. J.; the Pastime Athletic Club, of New York; the Olympic Athletic Club, of New York; the Jersey City Athletic Club, of Jersey City, N. J.; the Detroit Athletic Club, of Detroit, Mich.; the Columbia Athletic Club, of Washington, D. C., the Warren Athletic Club, of Wilmington, Del.; the Indianapolis Athletic Club, of Indianapolis, Ind.; and the New York Athletic Club, New York.

At this meeting a committee was appointed to draft a constitution and by-laws, which were adopted at the subsequent meeting for organization,

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held in New York, January 21st, 1888, and at which time the following clubs qualified as charter members:

The Athletic Club of the Schuylkill Navy, of Philadelphia, Pa.; the New York Athletic Club, of New York; the Detroit Athletic Club, of Detroit, Mich.; the Chicago Amateur Athletic Association, of Chicago, Ill.; the Columbia Athletic Club, of Washington, D. C.; the New Jersey Athletic Club, of Bayonne, N. J.; the Staten Island Athletic Club, of West Brighton, S. I.; the Pastime Athletic Club, of New York; the Olympic Athletic Club, of New York; the Cape May City Athletic Club, of Cape May, N. J.; the Warren Athletic Club, of Wilmington, Del.; the Chester City Cricket Club, of Chester, Pa.; the Nassau Athletic Club, of Brooklyn, N. Y.; the Scottish-American Athletic Club, Jersey City, N. J.; the Stevens' Institute Athletic Club, of Hoboken, N. J. Shortly after the Stevens' Institute Athletic Club withdrew from membership, and the Garden City Athletic Club, of Chicago, Ill.; the Wanderer's Cricket and Athletic Club, of Chicago, Ill.; the Pullman Athletic Club, of Pullman, Ill.; the Highland Athletic Club, of Philadelphia, Pa.; the Flushing Athletic Club of Flushing, L. I.; the Fencing and Sparring Club, of Philadelphia, Pa., and several others, were admitted.

To quote further from the above mentioned source:

"The success that has thus far attended the efforts of those interested in the union leads to the belief that their most sanguine expectations as to the future of the organization will not only be fulfilled, but surpassed.

"Although the Union has only existed for two months, the associate clubs number twenty-one, and several more will be shortly elected. The earnest and sincere labors of the board of managers have resulted in the announcement of three championship meetings, namely the boxing, wrestling and fencing entertainment held at the Metropolitan Opera House on April 6, 1888, the general gymnastic meeting at the New York Athletic Club House on April 28, 1888, and the first outdoor championship at Detroit on Sept. 18, 1888.

The officers elected at the first organization were: President, W. H. McMillan, A. C. of the Schuylkill Navy; vice-president, F. W. Eddy, Detroit A. C.; secretary, Otto Ruhl, New York A. C.; treasurer, Howard Perry, Columbia A. C.; board of managers, W. H. McMillan, A. C. of S. N.; Otto Ruhl, N. Y. A. C.; F. G. Janssen, S. I. A. C.; D. G. Trench, Chic. A. C.; F. W. Eddy, Detroit A. C.; J. E. Sul-

livan, Pastime A. C.; W. O. Eschwege, Nassau A. C.; J. E. Reyburn, Cape May City A. C.; W. E. Halpin, Olympic A. C.; C. C. Marshall, New Jersey A. C.; Howard Perry, Columbia A. C.; G. E. C. Thornton, Chester City A. C.

The definition of an amateur issued by the A. A. U. at this time read as follows: "One who has not entered in an open competition; or for either a stake, public or admission money or entrance fee; or under a fictitious name; or has not competed with or against a professional for any prize or where admission fee is charged; or who has not instructed, pursued or assisted in the pursuit of athletic exercises as a means of livelihood, or for gain or any emolument; or whose membership of any athletic club of any kind was not brought about or does not continue, because of any mutual understanding, express or implied, whereby his becoming or continuing a member of such club would be of any pecuniary benefit to him whatever direct or indirect, and who shall in other and all respects conform to the rules and regulations of this organization."

The two organizations (N. A. A. A. and A. A. U.) existed simultaneously for a short time, but one encyclopedia states that "out of the N. A. A. A. grew the A. A. U.," so the former must have passed out of existence very shortly after the formation of the A. A. U.

This same source states that the A. A. U. was reorganized in 1891, but does not give any details. However, the reorganization probably dealt with territorial division into various geographic associations. Originally these associations were the New England, Metropolitan, Southern, Central, Western and Pacific, but these have been amplified and changed. Until 1906 there was still another association, the Middle Atlantic, but this was dropped.

In the early history of the A. A. U. writers gave the organization its just dues as the one to have done "large service to the cause of amateur sport," and to have "done much good . . . by formulating a series of rules to govern contests and making a uniform distinction of the amateur." But these same writers elaborated more on the undesirable side of the A. A. U. (No criticism of the organization is here made other than giving the views of writers on the subject who are supposed to be familiar with the ground.) The bad side to the A. A. U. reached as far as England when in 1893 there appeared an article on the history of athletics in the United States, printed in *The Fortnightly*

Review. This appeared *only five years after the organization of the A. A. U.*, thus indicating that not much time was required for the A. A. U. to seemingly stray from the straight and narrow path which it laid out for itself. In the article referred to it is stated that within five years after its organization the A. A. U. failed to live up to the standards which it set up: "either from lack of courage on the part of its officers, or from want of the proper spirit, it has fallen far short of its mission. Had it lived up to the standard which its laws set, we should have been spared many of the disgraceful episodes of the last few years. It would have kept amateur boxing pure, so that gentlemen might have indulged in club competitions, as they did years ago; instead of which, however, it permitted to exist a class of men from the lower walks of life who met in slugging matches at clubs, and received money for the exhibition. These men were allowed to pose as amateurs for several years, until the clubs found them too expensive and determined to hire out-and-out professionals. The result is that amateur boxing has been killed, and gentlemen today who desire to box do so within the confines of their instructor's quarters."

In this same paper mention is made that the A. A. U. had a membership of over 150 athletic clubs. This was in 1893.

More specific and serious charges are made against the A. A. U. in an article by Charles J. P. Lucas (author of "The Olympic Games, 1904") in "The World Today," March, 1906. The title of this article is "Commercializing Amateur Athletics." Some of the charges made against the A. A. U. follow:

"It is provincial rather than national; it can not control the action of athletic clubs belonging to the Metropolitan district; and it is becoming increasingly a creature of a business house."

It was claimed that gross injustices were done to western athletes and western athletic clubs.

Charges of professionalism were brought against Walter Eckersall then affiliated with the First Regiment Athletic Club of Chicago. He was suspended before the championship meet, later reinstated, but the charges against him made by president Linger were not well substantiated.

In the championship meet in St. Louis in 1904 first places were stolen from winners from the West, when officials admitted so.

The Olympic Team Championship was awarded to the New York Athletic Club in spite of overwhelming

evidence to the effect that an athlete who was a point winner was listed as competing under the colors of this club when his own letter and official records showed that his points belonged elsewhere, thereby defrauding Chicago of the honor. So flagrant was this move to favor the Metropolitan district that the International body of the Olympics reversed this decision and stated that only the official statement of the International Committee was to be the final ruling.

Fred Lorz, a member of the Mohawk Athletic Club, New York City, it is reported, tried to steal the Marathon race at the Olympics in St. Louis in 1904 by riding in an automobile for eleven miles. He was suspended by the A. A. U., and then reinstated without proper explanation.

Originally there was a Middle Atlantic Division of the A. A. U. But the Mercury Foot club wanted to seize Connecticut as a source of athletes. Not satisfied with this, this New York Athletic Club wanted the University of Pennsylvania to draw upon. Thus, after certain rules, made by two officials of the Middle Atlantic Division of the A. A. U., had been violated, the deal was carried through at the annual meeting in November, 1905; despite the fact that the clubs of the Middle Atlantic States division desired to reorganize and not lose their identity, the district was split, Pennsylvania handed to the New York Athletic Club and the remainder of the district cast adrift.

The Greater New York Irish Athletic Club was accused of having a number of sinecures in the way of government jobs at its disposal for college men, together with huge gate receipts at Celtic Park. The New York Athletic Club had a sumptuous clubhouse and beautiful Travers Island, not to mention various sinecures put at its disposal through the kindness of members who want victory at any cost. Amateur sport had got to such condition in around New York that resort was made to the courts when A. A. U. officials legislated so as to displease the Tammany crowd.

Charges were made and proved that athletes carrying A. A. U. cards played professional ball, football and baseball. Other charges are made in this article, but sufficient has been said to indicate conditions in amateur athletic circles in those days. It might be added, however, that so far did matters go that the Irish-American Athletic Club of New York secured a permanent injunction restraining the A. A. U. from refusing to accept the entries of Castleman, Bonhag and Joyce from any A. A. U. games!

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